ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER ED002641

2. ORIGINATOR CONTROL NO(S). N.A.

3. IDENTIFICATION NO. N.A.

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MICROFILM COPY AVAILABLE YES ☒ NO ☐

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED:
The Teachers Say - Reports from the 1959 Colorado Schools
for Migratory Children, Resources Report LRS-2

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. Colorado State Department of Education
ST.
CITY, STATE Denver, Colorado
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
Colorado State Department of Education
Denver, Colorado

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1959	83

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR Report

16. INDEXING TERMS (6-12)

	curriculum	materials		
migratory children	teaching methods	summer schools		
student placement	school schedules			
aims	lunch programs			

17. ABSTRACT (MAX. 250 WORDS)

Statements of facts and impressions gained by teachers and principals involved in Colorado's Special Terms for migratory children are compiled. Two facts stand out in all the reports. One is the great need for human understanding on the part of all who work with migrant children; the second is the difficulty in developing comprehension and retention among the migrant children. The reports of the five schools which held the special terms include methods of planning and preparation, registration and placement, objectives and results, curriculum content, methods of instruction, materials, daily schedules, and lunch programs.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OF PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

ERIC Form 1

207-070 O - 66 - 21

ED002641

Migrant
Education
Research
Project

THE TEACHERS SAY -

REPORTS FROM THE
1959 COLORADO SCHOOLS
FOR MIGRATORY CHILDREN

Resources Report LRS-2

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COLORADO STATE DEPARTMENT OF EDUCATION
H. Grant Vest, Commissioner

Denver
1959

J0724 ED002641

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PREFACE

As part of the reports asked of personnel in Colorado's Special Terms for migratory children, each teacher and principal prepares a summary statement of facts and impressions gained during the previous term. This report is simply a compilation of these statements.

Two facts stand out with amazing clarity. One is the great need for human understanding on the part of teachers and all who work with these children. The second is the difficulty in developing comprehension and retention among the migrant children.

With three-fourths of the migrant group belonging to a minority culture, the problems of teaching Anglo concepts and semantics are most formidable. Teaching a word can be quite easy, but teaching the meaning of a word can run into a roadblock that may be most difficult to circumvent. The teaching of our agricultural migratory children is perhaps one of the most challenging teaching jobs in America today.

Alfred M. Potts,
Project Coordinator

SPECIAL TERM AT PALISADE

July 13 - September 2

1959

William H. Stobough, Principal

(By William H. Stobough, Principal)

I. Planning and Preparation

The latter part of May the teachers who were planning to teach at the Palisade Experimental Summer School met with Mr. John Martin, director, for a planning session. Based upon previous experience, plans for enrollment, placement of pupils and teachers were matched with the needs of the children and the activities that would meet these needs.

Gathering data for the research project being carried on by the Colorado State Department of Education was discussed and plans laid for its continuation.

The health program, specifically, food services, personal cleanliness, and good relations, was discussed and planned carefully.

II. Registration and Grade Placement

The school was started on July 13 with an enrollment of seventeen children, all Spanish-American. Each child was placed in a group decided upon first by age, then by his academic achievement. Throughout the entire summer this arrangement was followed.

As quickly as possible new pupils received a registration form. Each child was questioned, some registration forms were sent home, and in many cases parents were interviewed. A minimum of satisfaction was felt by the teachers because children knew so little about themselves, and in many cases parents were hard to contact.

III. The Children Who Attended the Experimental School

A review of the children who attended the school seems appropriate. The following subjects concerning the children will be reviewed; racial background, who attended, boys and girls; areas represented; characteristics of the children; attendance and reasons for absences, and abilities of the children.

As previously stated, on the first day there were seventeen, all Spanish-American children, ranging in ages from five to fourteen. In the lower grades, a few more girls attended than boys. In the intermediate grades, there were more boys than girls. Throughout the school, there was very little difference. For the twenty-eight days an actual count was kept, the numbers of Spanish-Americans and Anglos are as follows:

Aggregate days attendance, Spanish-Americans	558 (55.4%)
Aggregate days attendance, Anglo children	432 (44.6%)

The areas represented were as expected. Many of the children were from Colorado, primarily from the San Louis Valley area. Some were from the Greeley area. A number came from Arizona, New Mexico, and Texas. One family came from Old Mexico. Several other families were from Arkansas and were planning to return to their own state. The trend seemed to show that the school received children from what is generally termed, the Inter-Mountain Migrant Stream. It was interesting to note that many families were planning to go to the cotton harvest in Oklahoma and Texas. Some planned to return to the San Louis Valley for the potato harvest before going south. Some were looking forward to a comfortable winter in California.

The characteristics of children were of special interest. First, they were fun loving. In spite of the life they live, they have a great deal of fun. They all enjoy attention. Most of them seemed to appreciate praise, a few seemed to want attention so badly that they would do many undesirable things to gain it.

Some thing of special interest was that many of them fought any kind of authority. Authority seemed to be connected closely with "the law", which was feared and hated by many.

There were some who went around with a 'chip' on their shoulders. This was more noticeable among the older children.

Throughout the whole school, selfishness was a trait that was extremely noticeable. If a child had a ball it was, "my ball". Sharing was almost unheard of. Even among families this trait was noticeable. The exception seemed to be when an older child gave something to a smaller brother or sister.

Looking at the whole situation, this writer feels that the migrant children had the same problems and the same characteristics as children in regular schools except that they were magnified and aggravated by conditions.

Attendance, except in isolated cases, was very unsteady, especially among the older children. To explain further, the following figures are given.

Original Entries	158
Highest (one day) attendance	85
Aggregate days attendance	1,842
Aggregate days absence	565
Aggregate days membership	2,407

Feeling that the only way the school could help the children was to have good attendance, an effort was made to understand the reasons for the absences. First, the peach harvest was slower in starting than expected by some growers. Some rain and cooler weather put a stop to picking or slowed it down. A number of families went to Paonia to find work in the cherries. The cherry harvest in the valley was over a great deal sooner than during the 1958 season. This caused a lull between the cherry and peach season. As the picking progressed, older boys and girls went to work. Some children, even in lower intermediate grades, stayed in camp to care for smaller children. Last but not least, some parents just did not care whether children attended or not. It became quite evident that the Spanish-American people as a group, had a greater desire for their children to attend than did the Anglos.

The question is often asked, "Do the migrant children have abilities comparable to children in the regular school year?" After two summers with the migrant children, this writer feels that the potential abilities are as great. Because of conditions of which migrant children have no control, they do not achieve on an academic level comparable with other children.

Of seventy-six children tested with the California Achievement Test the following results were obtained: Two were advanced beyond grade level by two years, or 2.6%. Eighteen or 23.7% were normal, sixteen or 21% were retarded one full year, twenty or 25.6% were retarded two years, and seven or 8.9% were retarded three years. Six or 7.69% were retarded four years, and two or 2.6% were retarded as much as five years. It seems reasonable that the sampling was sufficient to assume that the percentages would be about the same for the remaining eighty.

Reasons for retardation are many and varied. Transiency probably starts the whole trouble. Because of the failure to achieve, lack of interest grows. Then when one loses interest, lack of application follows. The whole thing is a vicious circle. This writer feels that lack of ability is a minor item. The reason for such an assumption is that when the children were placed where they were capable of doing their academic level, work progress was noted on almost every case.

IV. A Survey of the Needs of the Children; Experiences Given to Meet the Needs; And Growth Observed - Results of the Experiences.

Close attention was given to the children by the principal and the teachers to try to determine the needs of the children. It was found that the needs of migrant children and children who are not migrants seemed to be the same. The difference was a matter of degree brought on by conditions. The following pages, in outline form, tell of those needs, what the school did to meet them, and the results as noted by the teachers and the principal.

NEEDS OF THE CHILDREN	EXPERIENCES GIVEN TO MEET THE NEEDS	GROWTH OBSERVED - RESULTS OF EXPERIENCES
Physical needs - kindergarten and primary		
Need for nourishing, well-balanced meals.	Mid-morning milk. Noon lunch. Discussions, filmstrips, and films about food.	Gains in weight, better eating habits.
Need for planned rest periods - tired easily.	Sleeping time for kindergarten children. Rest period for first and second grade children in which a film strip was used as a story time. Some even slept. Upper primary children had story time following the noon lunch hour.	Children seemed to learn to relax after lunch. All ended the school day in a happier more relaxed atmosphere. They appreciated and looked forward to this period.
Need for a greater degree of cleanliness.	Frequent hand washings, daily showers, discussions about cleanliness.	Children looked forward to the daily shower. Seemed more conscious of clean clothes and a clean body.
Constant observation by trained personnel.	County nurse came to school often. Checked children at camp.	Willingness to go to the nurse. They trusted her.
Need for better muscular coordination and development.	Room was the center of play to encourage use of the large muscles.	Definite growth in coordination and rhythm movements.
	Rhythms - music	
	Cutting paper, working with clay.	
	Active games such as playing with large balls, running and jumping rope.	Gains in skills were very evident.
Activity periods - supervised.	Games requiring the use of many muscles.	Gains in skills.

Freedom of movement - choice of activity.	Active play. Creative, imaginative play Singing games such as: a. Farmer in the Dell b. Looby Lue c. Esta Mae Records, etc.	Showed a marked gain in smoothness of movement.
Intermediate Group		
Physical.		
Adequate diet. Many came to school with no breakfast.	Recess milk and a good, well-balanced meal were furnished at noon. The hot lunch was probably the only real meal some of the children had.	General gain in weight. Many times certain children were much more alert after lunch than before. Headaches that developed in the morning disappeared after the recess milk was served.
Development of better muscular coordination.	Games in gymnasium, shooting baskets, Bee-Bop dancing.	No noticable difference since such development is a long time sort of thing.
	Paper cutting, pasting, and making things in art classes.	Again no apparent difference during short time the children were in the experimental school.
	Penmanship classes.	No difference.
Social Needs Kindergarten and Primary		
1. Need to belong to a group. 2. Need to achieve. 3. Need to love and be loved. 4. Need to respect the rights of others. 5. Need to respect authority. 6. Need for self respect. 7. Need opportunity for leadership - yet not be aggressive.	Experiences involving taking turns and sharing. Pupil work frequently praised and displayed. Affection often demonstrative, displayed by teacher. This, coupled with firm, even stern discipline. Close attention to rules and the need for them. Interest in "your family, your new hairdo, your clothes, etc." - to increase child's self-respect.	Classroom changed in character - greater respect for rules, for the rights of others. Classroom quieter. Children seemed happier, more relaxed. Chiliren more willing to talk about themselves. Seemed to enjoy the idea of taking turns.

NEEDS OF THE CHILDREN	EXPERIENCES GIVEN TO MEET THE NEEDS	GROWTH OBSERVED - RESULTS OF EXPERIENCES
	Children took turns with school jobs - some given leading lines in dramatizations. Sharing toys without quarreling emphasized. Walks were taken to the park where rules could be practiced as a group.	Showed enjoyment in activities where leadership activities were practiced.
8. Need to learn to listen.	Sharing time. Listen to others. Listen to teacher.	Listening better than at the first of the term.
9. Need to learn to work and play with others.	1. Worked and played in groups. 2. Shared with others in group. 3. Work without disturbing others. 4. Weekly room parties. 5. Program given stressing a. Table manners. b. Party etiquette.	Could see improvement after days of group play periods in room. Better during parties than at daily lunch table.
10. New students need security, love, encouragement, and acceptance.	1. Have materials ready so that a new child's entrance does not become an emergency.	All new children seemed to feel at home.
	2. Counsel with children in room so that they will know what to do to make new students feel welcome.	Quarreling diminished a great deal.
	3. Make effort for new child to find his place in the whole class, his small group and individual activities.	
11. Stories they can interpret in terms of their own experiences.	Filmstrips - fairytales: Drakes Tail Red Riding Hood Three Little Pigs, etc.	More expressions of courtesy such as, "Excuse Me". Desire to get along and do the right thing.

Social Needs - Intermediate		
1. Learn to accept other people. (Spanish and Anglos had trouble.)	Played together, ate together, classes divided so that there were always Anglos and Spanish-American children in the same room. Film - "This is My House" shown. Many discussions carried on.	Less "chip on the shoulder" attitude even though the majority segregated itself.
2. Need to associate with children other than those from the same family and/or descent.	Worked on different project as a group so that all were on as equal terms as possible. One boy expelled; another boy sent home.	Intermediate children had settled down very well by August 8.
3. Socially approved table manners.	Pre-lunch discussions about table manners.	Considerably less real loud talking. Situation better, but still much to be desired.
4. Need to learn to work and play together.	Recess - Bee Bop Spanish and Anglos danced together. Some children allowed to play in the gymnasium with balls. Tried to divide younger and older groups to eliminate danger of accidents.	By the fourth week, the quarreling had diminished. Trouble seemed to crop up because of difficulties at the Labor Camp. Settled down by the middle of the week.
Academic - Primary		
1. Books and stories to enjoy and opportunity to listen as well as talk.	1. Read and told many stories to children. 2. Children helped tell stories. When using filmstrips, the children told parts of the stories.	Marked growth in attention.
2. Freedom to ask questions and help in answering.	1. Developed rapport with child so that he felt willing to ask questions.	Children adjusted themselves very well.

NEEDS OF THE CHILDREN	EXPERIENCES GIVEN TO MEET THE NEEDS	GROWTH OBSERVED - RESULTS OF EXPERIENCES
3. Help in developing speech patterns and overcoming language difficulties.	1. Oral language, conversation. 2. Sharing time. 3. Opportunity to express opinion. 4. Children tell stories.	Time very short to judge - takes a great deal of time and practice.
4. Manipulative activities which involve problem solving.	1. Puzzles used. 2. Finger plays. 3. Building blocks used. 4. Paper cutting. 5. Finger painting and other painting. 6. Dramatizations.	Improvement noticeable.
5. Opportunity to express success.	1. Creative experience to express feelings. 2. Many outlets used - music, art, play time, dramatizations.	Many used ability to go ahead. Criticism not felt so much.
6. Varied group experiences to build a common background.	1. Dramatization 2. Singing games 3. Parties 4. Films, filmstrips.	All children participated. At the beginning some older boys held back, but finally joined the group.
7. Need to assume responsibilities (academic) without pressure.	Routine within the room in academic activities.	Following routine easier and more habitually.
8. Need encouragement, praise and patience in confusion of inaccuracies.	1. Keep work within capacities to give feeling of success. 2. Errors kept at a minimum. 3. Criticism constructive.	Work efforts good - not afraid to be wrong.
9. Need activities to express themselves creatively.	Used many media - clay, paint, paper, cloth, etc.	School room activities enjoyed.

Academic - Intermediate

1. Need to gain proficiency in tool subjects and fundamentals.	1. Phonetic exercises along with reviews. Language exercises including spelling. Reviewed sentences, nouns, verbs, adjectives, and some adverbs. 2. Taken through basic reading at child's level. As many as five reading levels.	Some recall was noticeable only after a great deal of prodding questions. Good progress noted. Lower intermediate groups responded well and enjoyed reading program.
2. Fundamentals of arithmetic - fractions, multiplication, addition; subtraction and division.	Reviewed all phases of arithmetic through sixth grade. Did a great deal of fractions since pupils felt a greater need for help. (Used Making Sure of Arithmetic.)	Showed a much greater understanding of fractions. Did them quite well.
3. Need to transfer knowledge of arithmetic fundamentals to problem solving.	Tried to adapt fundamentals to real life situations.	Showed very little, if any progress. Understanding fundamentals did not insure ability in problem solving.
4. Need greater reading skills.	Started pupils in materials that they could read. Older children enjoyed the transition book between third and fourth grade, Just Imagine.	Some progress. Showed growth in enjoyment of reading if it was not too difficult.
	Anything above fourth grade level was difficult for most of the children. Used Reader's Digest Skill Builders.	
Need to change attitudes toward academic field.	Opportunity to do work where success was possible.	Not much change in the ages that needed to change. The ones who are far behind just don't care. This is probably due to environment.
Greater understanding of other people's problems.	Used filmstrips, and films related to other people's occupations, and how other people live in different areas.	Showed a great deal of interest especially in people working in industry.

NEEDS OF THE CHILDREN	EXPERIENCES GIVEN TO MEET THE NEEDS	GROWTH OBSERVED - RESULTS OF EXPERIENCES
	In studying social studies, films and filmstrips accompanied by Reader's Digest Skill Builders proved most effective.	
Health Need to practice healthful habits and to develop better attitudes toward health.	Discussions concerning washing, bathing, care of food, and a good diet. Showed films and filmstrips about the care of the body and about proper diet. Discussed the daily meal and recess milk and the values of a balanced diet.	Frank discussions concerning the operation of the body and how to keep well. Some progress noted in washing before meals, grooming hair, and general cleanliness.

SUMMARY

Primary Grades

Basic reading readiness work given to those children entering first grade in September, 1959, such as the following:

- Left to right sequence.
- Likeness and differences.
- Finding beginning pictures and symbols that are alike.
- Following a maze.
- Oral and silent reading - phonetic work, daily, word recognition and word games for other primary children

Arithmetic:

- Counting orally - some grouping of numbers.
- Building number concepts.
- Making numbers meaningful.
- Work on adding and subtraction, telling time, counting money, writing numbers to and above 100.
- Build up number readiness and concepts by molding, counting, grouping.
- Promote number learning through experiences.
- Helped make symbols meaningful so that children could see the relationship between numbers.
- Use of zero, half and whole.
- Addition and subtraction one and two place numbers, but no borrowing and carrying until upper primary.
- Use of money - penny, nickel, dime, quarter.

Filmstrips used: Telling Time, Time and Money, We Learn Numbers.

Penmanship:

- Tracing basic words.
- Manuscript writing, first name.
- Writing numbers to five.
- Daily writing lesson in upper primary.
- Stressed punctuation, capitalization and readability.
- Stressed the importance of penmanship and legibility in all written work.
- Used the manuscript alphabet and numbers and signs.

Language:

- Oral stories by children stressing experiences of families and hobbies.
- Giving self-expression and sharing experiences.
- Proper use of English and punctuation.
- Writing thank-you letters.
- Making birthday letters.

Health:

- Stressed basic rules of health, cleanliness and food values.
- Weighed and measured each child and checked eyes
- Worked on eating habits, especially eating slowly.
- Discussed safety - dangers of fire, the canals, highways, dumps and how children can help themselves.

Social Studies:

Used social studies as a means of reaching a common ground for discussion and understanding the units covered. Films and filmstrips were used as a means of developing basic understanding.

Films used:

Workers Who Help Us.
The Fireman.
The Bakery.
The Mailman.
Tools and Simple Machines.
Birds of the Door Yard.
Birds of the Countryside.
Low Tide at the Beach.
Wonders of a Country Stream.

Field trips in connection with health and social studies:

Clymer's Dairy
Mesa County Public Library
Dairy Queen - (close to the school)

Social Studies and science were used together as a means of helping the child find security and gain knowledge and appreciation of the natural and physical environment.

Films used were: Pets, Seasons, The Zoo, Farm Animals, The Dairy, Safety on the School Bus, and Safety on the Playground.

Filmstrips used were: Tools, Turtles, Farm Animals and others.

Art:

Used the following media: clay, finger paint, crayolas, tempera paint, cutting, pasting.
Free hand large pictures were made. Cutting was done a great deal since children seemed to have had little experience.

Objectives:

To give opportunities for creative work.
To give help in handling materials and tools.
To build an appreciation for beauty.
Flat Work:
    Did crayolas and fingerpainting.
    Did pictures interpreting the following:
        Clowns of the Circus.
        How I Would Like to Look if I Were a Clown.
        Five Basic Foods.
        What I Want to Be.

Handicraft:

Paper plate shadow pictures.
Puppets with paper sacks and newspaper stuffing.

Decorated paper plates.
Potato print book covers.
Finger puppets.

Music:

Music was used to help make the child happier, also as socializing force, and to help the child adjust better to environment. It was used for recreation and as a group activity medium. The music program included singing games and singing, rhythms, rhythm band and listening to music.

Intermediate Grades

Reading and remedial work should continue since very few children read on their own grade level. Reading skills were stressed even though reading for pleasure was a main objective. Many filmstrips were used to help make reading more attractive.

A testing program, other than teacher-made testing, should be used in order to place children in proper groups and individualize the program even more.

Arithmetic:

Problem solving seemed to be the area where most children had the most difficulty. Many did not know the fundamentals. Most of the trouble seemed to be based upon poor ability in reading.

Another reason for poor work in arithmetic seemed to be a lack of interest and a lack of any feeling for the need to know how to solve problems. Two boys of intermediate age did not know how to tell time. No amount of encouragement by the teacher would get these boys to show any desire to learn.

Language:

Very few intermediate children knew or seemed to want to know about sentence structure. Some children of high school age did do work that would correspond closely to high sixth grade.

The language program was kept simple, stressing oral communication, and listening. Thank-you notes were written to the person heading the Junior Red Cross in Denver.

Speaking Spanish at school was discouraged. The reason was that the children already know Spanish and by speaking English, the teachers could give assistance where needed. Penmanship was correlated with the language program. Readability was stressed.

Art:

The same media were used with older children as were used in the primary grades. Since lack of manual dexterity seemed to be very noticeable - much cutting, pasting, and folding took place.

Among things made were masks, puppets, paper mache globes, design in block pattern on large paper, and paper plate wall plaques. Large pictures were made with finger paint, tempera paint, and chalk (colored).

Music:

Music is one field in which the school fell down with intermediate children. Numerous records were used. Since no qualified music instructor was teaching in the upper grades, the music program consisted mainly of dancing and listening to popular music.

An effort was made to teach folk dancing but because of the environment that the children had grown up in, they simply refused to accept it. In place of what they called "slow music", all the intermediate children wanted what is commonly called Bee Bop. Many danced and many just lounged around and listened.

Physical Education:

Jump ropes, a tether ball, basket balls, and playground balls were furnished. Children were given a choice. They could play tether ball, shoot baskets in the gymnasium, jump rope, or dance. One of the main objectives was to get the children interested in playing together with equipment in place of fighting and rough housing. A great deal of progress was noted before the end of the term.

General Progress:

For the first three weeks there were some of the most undisciplined and ill-mannered children attending. Table manners were extremely bad. Discourtesy toward teachers and each other, and a general dislike for school was very evident.

By the middle of the term general attitudes seemed to be changing. The many activities such as art work, films, and filmstrips, plus frank discussions, and firmness seemed to bring about a change for the better.

Two boys who refused to cooperate in disciplining themselves were sent home and asked not to return. That, in itself, seemed to settle many of the older children. Good behavior was rewarded with praise and projects that were very enjoyable.

In August a program was given that included every child in the school. It was planned to present the program at night, but since so few parents promised to attend it was rescheduled for an afternoon. The school bus was taken to the camp to pick up any parents who wished to attend. Very few came, but those who did come must have spoken well of the efforts for the whole atmosphere of the school changed after the program. The children seemed happier, and when parents came for children they were very friendly.

The general objectives of having every child participate, creating an audience situation, and giving children who are always moving a chance to be important characters in a school program were met with a great deal of success.

RECOMMENDATIONS

After working two summers with the school at Palisade, this writer would like to make the following recommendations:

1. The general plan of the school should be as follows:

a. Subjects to be taught.

   1) Reading
   2) Arithmetic
   3) Language
   4) Health
   5) Social Studies
   6) Music
   7) Art

2. Grouping:

   a. Put each child where he works best based upon his reading.

      1) Teach reading skills but teach with material that the children will enjoy, and with which he can achieve some measure of success.

3. Teach social studies with films and filmstrips.

   a. Encourage understanding and tolerance of other people.

4. Make the language program simple.

   a. Basic oral and written communication.

5. Have a qualified music instructor who can teach songs that the migrant children enjoy - cowboy songs, popular songs, dancing.

6. Teach health only from the standpoint of personal care - cleanliness, good foods, etc.

7. Use every audio-visual aid available. Bring every subject to life and relate them to the life the children are living and probably will live.

8. Interview and screen teachers, hiring with the express thought in mind that "this" teacher is best fitted for "this" subject and these children.

9. These subjects (or others if the planning committee thinks best) and no others shall be taught.

   a. Keep in mind that many activities and teaching media may be used to do the job.
   b. What should be kept in mind is that whatever should be taught should have the properly qualified person. For example some people think that sewing should be taught. If so, a sewing teacher should be provided. The same is true of folk songs, music, and first aid.

10. A secretary should be employed to keep all records, so that checking of tests, etc. shall be kept up to date. This secretary should be qualified to give and correct tests.

    a. This would relieve the principal of many secretarial duties so that he could make daily or nearly daily visits to the camp to visit families.

11. All the teachers should make at least one visit to the camp and talk with some of the parents. More visits would be beneficial.

12. School should be provided for elementary children only. If junior high or high school children are to be admitted a curriculum should be worked out with junior high or high school people employed.

13. A testing program should be carried on that would help teachers understand and help the children. Testing just for the records may help with a research project, but does very little to help the immediate problem.

14. Some form of compulsory attendance should be administered. Some children came on Wednesday so that they could go swimming. Perhaps a family went to town, the children went along for the ride. Considering such problems as retardation of pupils, discipline problems of children "on the loose", the canal which flows by the camp, and the general problems posed by such a fluctuating enrollment, this writer recommends that each child through the elementary grades be required to attend school each day that the family is in the Labor Camp unless illness prevents it.

15. Since this writer feels that in spite of problems encountered and unsolved up to date, the school was successful and should be continued under the general plans submitted.

SPECIAL TERM AT WIGGINS

May 25 - July 3

1959

P. L. Robb, Principal

(By P. L. Robb, Principal)

The Special Term for children of Migrant Workers was held in the elementary building of the Wiggins School for a period of six weeks, beginning on May 25 and continuing through July 3. Total enrollment for the term was 66, with an average attendance of 55.

As was the case a year ago, we had very few students enrolled the first day, but Superintendent of Schools, Mr. Ellis Johnson, accompanied by Health Nurse Ruth Miller, scoured the countryside contacting all the migrant families they could find, and by the end of the first week the enrollment was 62.

Interest in the school on the part of the migrant worker is growing from year to year. When the program was started four years ago, many of the people were not interested and did not bother to send their children to school. With few exceptions now, they are willing and anxious to get their children into school.

The children themselves are eager, full of enthusiasm, anxious to learn to read and clamor for attention and a chance to show off what they can do.

It is difficult, however, to get them to work or play together cooperatively. Every child wants to be first in everything. He wants to be first in line to go to lunch, first to check out a book, first to come to bat in baseball, and first to get hold of a saw or hammer in the shop.

From observations in previous years in our regular school program, we find that these children, if they remain in the community, usually reach school age and enter school with practically no knowledge of the English language or customs and are rarely able to complete the first grade in one year, as Spanish is universally the only language spoken in the home.

In my report a year ago, I recommended that a kindergarten class for five-year-olds be added to the program. I felt that this introduction to our way of life and to the English language would be a great help to them when they enter school wherever it might be.

This recommendation was approved by the State Department of Education, so this year we inaugurated a kindergarten class. Into this group we put all five-year old pupils as well as those who were older but who had never attended public school. There were four who were five, eight who were six, and two who were seven and eight. I feel that this venture was highly successful. It was amazing to observe how this group of awed, bewildered, shy, little youngsters blossomed out, gained confidence in themselves, and entered into the activities that were set up for them.

Before the term opened indications pointed to the probability that there would be fewer migratory workers in the area than last year and we thought it might be possible to run the school with three teachers as we did last year, even with our expanded program. However, by the end of the first week, we had 62 children enrolled, which was an increase of 12 over last year at the same time. It became necessary to have more help, so on June 3, we added another teacher.

Our curriculum consisted of reading, language, spelling, writing and arithmetic. We also stressed arts and crafts very strongly. Social studies dwelt mostly on the State of Colorado and natural science dealt mainly with birds, insects, reptiles and other animals of this area. We made wide use of strip film obtained through the Greeley Library loan service on various subjects such as history, geography, health, nursery rhymes and other stories.

Of equal importance in our program was that of health and nutrition. Daily showers and tooth brush drills were administered to each child and a nutritious, balanced meal was served at noon. One half pint of milk was served to each child three times daily--once in the morning as soon as the bus arrived, once with his meal at noon, and once in the afternoon just before the bus departed.

Various activities in art were carried on in each of the classrooms, as well as special classes in crafts for both boys and girls. The girls had sewing, weaving, and other activities, and I had two groups of boys working in the shop. In the shop classes both groups made sanding blocks which they used later in making other things, then took them home at the close of the term. The smaller boys made bird houses and the older boys made tool boxes for small tools, and bird houses. I gave each boy a small metal pocket rule to use in his shop work and to take home with him when school was out. The boys were very eager to get to the shop and I had difficulty getting them to put up their tools and leave when the period was over.

Through the cooperation of the Northeastern Colorado Health Association, three clinics were held during the summer. The first was on May 29, the second on June 19, and the third a week after the term ended--July 10. Polio and D.P.T. shots, also smallpox vaccinations, were given to all who hadn't already had them. This service was offered to all who were enrolled in school and to all younger children under school age. It was also found through these clinics that several children were in urgent need of dental work and eye glasses.

Through the efforts of Mrs. Ruth Miller, the health nurse who worked with us the whole term, contributions were received from several of the Morgan County churches which made it possible for us to fit two pupils with glasses and have dental work done for four others. The parents of these children cooperated very well and paid what they were able to assist with the program. The churches that made contributions were the Methodist Church, First Presbyterian Church, United Presbyterian Church and Catholic Church of Fort Morgan, and the Catholic Church of Brush.

Many other donations were received during the summer from various organizations. All were used to very good advantage and were greatly appreciated by the children. Early in the summer the Junior Red Cross presented our school with fifty volumes of well bound, beautifully illustrated juvenile books. In this collection were many books of stories about children of other countries of the world showing some of their customs and ways of living. We also received individual gifts boxes prepared and packed by the children representing different Junior Red Cross Chapters in Denver. These packages were distributed to the children on the last day of school. Several packages of used clothing were sent over by some of the churches in Fort Morgan. In distributing these items of clothing we found that much of it was for adults, but the children seemed to be almost as thrilled to get a dress for their mother or a jacket for their father, as they did in getting something for themselves.

Again, with the exception of the kindergarten group, we had children with various degrees of ability in each home room as we grouped the children according to their ages rather than by their academic achievements. The children, though a little timid at first, responded wonderfully, were eager and enthusiastic, and completely lost their feeling of shyness.

Not only do these children make excellent progress in their school work, but the social values are very important and far reaching. Many of the children's parents stopped in, met and talked with the teachers, and expressed their appreciation for the interest we were taking in their children.

The migrant workers are American citizens, they are going to be with us, and the sooner they become familiar with and adjusted to our American way of living, the happier and more content they will be.

I firmly believe that if more and more of this type of school were set up throughout the nation it would contribute greatly toward bringing about better feelings and better conditions for the migrant worker.

WIGGINS KINDERGARTEN GROUP

1959

(By Mrs. Margaret Heussman, Teacher)

With the opening of the fifth summer session of the Wiggins Special term for Migrant Children on May 25, 1959, a Kindergarten class was instituted for the first time in the school's brief history. There were fourteen children in this group. There were eight girls and six boys. They ranged in age from five to nearly nine years. One had been enrolled in the regular term for a brief period. Another had been enrolled in our migrant school all last summer. The rest had not been in school at all.

There were several reasons for setting up this kindergarten class. Children of this age often spend much of each day in the fields in the shade of a car or sitting in the open in the boiling sun while the rest of the family works. This

Kindergarten brought them into the classroom. These children need an early introduction to classroom procedure. They do not have available learning facilities at home as do permanent residents. This class introduces them to learning activities, use and care of books, proper classroom procedures, and the cooperative and social behavior activities so necessary for their adjustment in the regular school term.

A daily schedule was set up for these children somewhat as follows:

8:45	Showers, brush teeth
9:20	Clean finger nails, tie shoes, button buttons, etc.
9:30	To lunch room for milk
9:40	Comb hair
9:50	Number readiness (varied activities)
10:15	Reading readiness, penmanship (varied activities)
10:40	Supervised play
11:00	Rhythm games, story time, art activities, S.S. activity
11:20	Prepare for lunch
11:30	Lunch
12:00	Supervised play
12:30	Rest period with soft music
1:00	Number readiness
1:20	Reading readiness
1:40	To lunch room for milk
1:50	Supervised play
2:10	Art activity, rhythm games, stories
2:25	Strip film
2:40	Check out books, straighted up desks, etc.
2:45	Dismiss

The goals which we hoped to attain were also many and varied. In number readiness we used the workbook "Happy Way to Numbers" (John C. Winston). I would highly recommend this book for these special schools. With this workbook a variety of learning situations were put before the children. Some of them were as follows:

1. Recognizing the number symbols.
2. Recognizing the value of each symbol.
3. Learning the numbers in sequence.
4. Learning left to right sequence.
5. Developing coordination (coloring large pictures)
6. Recognizing color names (each number was different color-red, blue, green, orange, etc.)
7. Learning to write the number symbols.
8. Learning to follow directions.
9. Learning to use words in the English language.

We probably progressed faster and learned more basic material from this book than in any other class.

In reading readiness the workbook "We Read Pictures" was used. This workbook is published by Scott Foresman. I feel this workbook is rather difficult for these children. There is too much dependence upon the knowledge of the English language which these children do not have. However, the following was taught and fairly well mastered by these children:

1. Left to right sequence.
2. Follow instructions.
3. Interperting pictures into oral stories.
4. Some phonetic analysis (beginning and ending consonants).
5. Speaking words and sentences correctly in English.
6. Writing own name.
7. Visual association.
8. Develop muscle coordination.

Most of our health learning was practiced. Showers were taken, teeth were brushed, finger nails were cleaned, hair was combed, shoes were ties, buttons were buttoned, belts were fastened and sashed were tied.

Each child had three half pints of milk each day--morning, noon, and afternoon. No one refused to drink his milk. Many said they really liked it. A well balanced meal was eaten at noon and these children ate well and willingly.

Films were also used to stress good health habits. These stressed posture, and proper eating habits. These are the things which we hope the children learned:

1. Developed desirable health habits.
2. Recognize the need for good health habits.
3. Recognize the need for daily health care.
4. Developed pride in personal cleanliness.
5. Recognized the need for proper care of clothing.

In social studies a farm scene was simulated. The children made farm animals to put in the big red barn. Farm toys were plentiful. There was even a haystack (lawn clippings) beside the barn. There was a play house with a kitchen, living room, and bed room - with lots of dolls - for the girls to play in. The children seemed to enjoy these two play areas very much.

In these social studies activities, we hoped to develop each childs responsibility in group play, his responsibility in the home, leadership, and care of toys and other personal belongings.

In art the children were given the chance to work in several different art media. They were encouraged to be creative. The little farm as well as the trip to the zoo and museum were sources of ideas for art work. They used 'play-do' (a kind of clay), crayons, tempra, cardboard, scissors, paste, blocks, etc. Along this line one little boy was using tempra one day to create a big picture. When finished he had only wide brush scribbles in green paint. I commented that it was very nice but would he tell me what it was. He said, "Good dirt." It didn't look like dirt to me so I inquired further, to which he answered,

"Well, it grew green grass."

His grandfather had just recently seeded a lawn area which had indeed grown remarkably well.

Cups were made from small juice cans with clothes-pins wired to the outside for handles. These children painted them with spray paint (pressureized cans). They were very proud of them. They did a very neat job, too.

Many active games were played. Most of these were done to music. Here the children followed instructions, learned new English words, reacted to various rhythm patterns, and shared in group participation. Some of the games played were

"Drop the Handkerchief", "Too Late for Supper", "Cat and Mouse", and "Ruben and Rachel". Some games acted out to music were "Here We Go 'Round the Mulberry Bush", "My Toes, My Knees", "My Little Broom", etc. Little finger plays were also enjoyed.

These children for the most part were very cooperative. They responded well to instructions given and progressed rapidly. Some, of course, were more immature than others. The very youngest probably profited less than the others although the oldest child did not respond as well as could have been expected. She was careless, inattentive and rather lazy. Perhaps she was too old for kindergarten activities even though she had never been in school.

I feel that this class has been highly successful. The children found that school is work and not all play. They had the opportunity to develop a feeling of pride in doing something constructive. They were always ready to do their work even though the day was rather long for such little people. Their attention span is very, very short--usually from five to eight minutes. Activities had to be changed frequently, but one could go back and repeat an activity which had been used earlier in the period quite successfully.

This has been an inspiring and very rewarding summer session. I feel a great deal has been accomplished and certainly hope the kindergarten will become a permanent class in these special sessions.

WIGGINS LEVEL I GROUP

1959

(By Mrs. Shirley Randall, Teacher)

Each morning, as soon as the bus arrived, we showered all of the boys and girls. They also brushed their teeth, combed their hair, and cleaned their nails. We then went for milk.

Upon returning, our first project of the morning was our reading groups. We had three groups. The advanced group read through "Fun With Dick and Jane" and well into "Our New Friends". The middle two groups read through the three pre primers and well into "Fun With Dick and Jane". The last group were the slow readers and read only through the first two primers satisfactorally.

While the reading groups were in session, the others were kept busy by writing or number combination drills. The older and more dependable children often held flash cards for the childrens' practice.

We had three workbooks--a number workbook, one to accompany our readers, and one in which they practiced writing, thinking, and spelling. We would spend a time each day, if possible, to work awhile in each workbook.

We also tried to learn how to make change, how to tell time, and the technique of reading our calendar.

For activities, we had art work for pleasure and to teach the names of colors, painting, and colored chalk art. We made clowns from paper bags. We made nail holders from corrugated cardboard. Using the letters from alphabet soup we made wall plaques saying "God Bless Our Home". The older boys made birdhouses and tool boxes, and the older girls sewed poncho blouses.

we had rhythmic records and ones telling favorite stories, for listening. The children acted out nursery rhymes and recited and sang some of them. We played musical chairs and had skipping and marching practices.

We commemorated Flag Day and Independence Day with programs and marching.

The children had clay to mold, blocks to build and they molded animals from sawdust and paste which we hardened and later colored. They had many artistic things to take home.

In the six weeks of summer school, the children of the first grade group do not have time to work adequately with phonics. For this reason, their ability to spell is limited as all spelling therefore must be rote memory.

Due to the limited time in school, I felt, as did other teachers, that the main thing these children derive from this situation is improvement in social contacts in the school and play situations. To make this a fuller experience, these children should have directed play at all recesses and lunch periods.

WIGGINS LEVEL 2 GROUP

1959

(By Mrs. Irene Keagy, Teacher)

A short summary of six weeks packed full of much activity is hard to write. I have really enjoyed working with the children this year. Their love, eagerness to learn, and seeing them so happy have made it very worthwhile to me.

Our day opens with baths, teeth washing, and milk. It is interesting to note that for the first two or three days, the children are hesitant about showers. After the first week it takes a great deal of urging to get them out of the water. Each child is given a comb and toothbrush. This year I gave each of the children a small plastic bag in which to put these, wrapped a rubber band around the top, thus protecting from the dust. They enjoyed the little bags and did not displace the comb and toothbrush in this way.

We gave the Pledge of Allegiance each morning and sang one verse of "America". We weren't always on the right key but our singing was "loud" and with feeling.

For Flag Day the entire school put on a program. The older children learned the speaking parts, and displayed the stripes of the flag. The other children made stars to represent the various states. I enjoyed seeing these children take part in this program. We also taught them to march, carrying their flags. Did they ever enjoy this!

Our room gave the story of "The Little Red Hen" for the other rooms. We turned a large table on its side and the children got down behind this. The hen, pig, duck, etc., were mounted on small sticks. As the story was told each child showed the character and spoke the part. A cow was also put in the story and whenever she appeared the child would say, "What are you here for? You're not in this story."

I had read a story to the children about strawberries. Some had never tasted them so we had a surprise "Strawberry Party". I bought two boxes of strawberries, a box of powdered sugar, and we really had fun. Sticky but fun! They still talk about our "Strawberry Party".

We had so many beautiful roses in our garden this spring that I was able to keep roses on our tables all the time. The children really enjoyed them. When they would be studying I could see them pull the bowl over to them and look and smell. At the end of the day many little fingerprints were left on the bowl.

My boys and girls did not know any nursery rhymes. They did so enjoy learning these. Yesterday I heard one little girl singing softly to herself, "with his tail cut short and his ears cut long, etc." It is so much fun to see these children"blossom out". The first day of school this same child wouldn't say a word, just sat and hung her head.

I feel we really accomplished a great deal in our school subjects, too. We worked hard, the children were interested, the time went quickly.

The children, as a whole, had quieted down this year I thought. The first week it was hard to hold their attention for any length of time; the last week the attention span had lengthened greatly. I always tried to praise each child, when praise was due. A little praise for anyone can do a great deal of good. Love and kindness sometimes can do more than severe punishment. There is a place for both.

I was amazed at the outside interest shown in Fort Morgan this year for the Migrant Summer School. People, churches, organizations really know about it now, and many have given help. They all seem eager to hear more about it.

I thought this was so cute. Nancy looked up at me the other day when the persiration was rolling down my face and said, "Mrs. Keagy, why are you crying all over?"

As I look down the lunch table with sixty-two little heads bowed, giving thanks, I hope I have in some small way helped them along life's way.

WIGGINS INTERMEDIATE GROUP

1959

(By Mrs. Margaret Vance, Teacher)

Summer School began May 25, 1959 with seven children enrolled in the upper grades the first day. At the beginning of the second week twenty-three pupils had been enrolled in this group, but with Mrs. Randall added to the staff, five of these children were transferred to other rooms, leaving eighteen in the upper group. Two of this number later withdrew in the middle of the second week, leaving an enrollment of sixteen to finish the term.

This group ranged in ability from second grade to seventh grade. The largest number (six) were in the fourth grade group. I tried to take each child from the area of his ability forward. The child only becomes discouraged if he reads from a book that is too difficult for him; therefore I had many reading groups. It would certainly be advantageous to the teacher if there was a short basic test or survey that could be given to the children in order to determine into what group the child should be placed on his first day of school Often the children have been pushed on to another grade because of age, and a report card saying "Passed to fourth or fifth grade" means nothing. With a large group in a room it is often several days before one finds out that a particular child belongs back in the first or second grade.

The daily schedule for the upper group began when they arrived at 8:45. They went to the lunch room for a half-pint of milk and then returned to the classroom. Lunch money was collected. We had the Pledge to the Flag, singing and plans for the day were discussed. Some days there was time for a short class period before the other rooms were through showering and it was our turn. Reading, language, and arithmetic were the classes usually held in the morning with a fifteen minute recess period. After a forty-five minute lunch period, classes were held in social studies, health, sewing, crafts, shop, and a period for films, covering many areas. There was also a fifteen minute recess period and milk again in the afternoon.

More time was spent on reading, language arts, and arithmetic than any other areas. The girls had a thirty minute sewing and craft period and the boys had the same length of time for shop. Science, social studies, health, and human relations were also taught. Most of the time in social studies period this year was spent in the study of Colorado. Human relations and getting along with each other were stressed since I had a group of boys who didn't get along with each other very well. More art and craft work was done this summer than before. The girls thoroughly enjoyed their sewing class and always stayed in the fifteen minute recess period following class to work. Some of these projects were the making of a "poncho" blouse and braiding a yarn belt for it; making a twine bag; nail holder from corrugated cardboard and painting a design with water colors on it; sanding, painting, varnishing a plaque with quotation, "God Bless Our Home" in macaroni letters on it; weaving fruit baskets; tooling heavy aluminum foil for Father's Day cards, as well as regular art projects.

In observance of Flag Day, the school had a program in the gym, consisting of the Pledge to the Flag, singing of America, a short play about the meaning of the flag. The older children had the speaking parts. Then every child in the school entered carrying a five-point star and told what state his card represented. This was followed by a flag drill which the children enjoyed very much. Stories were often acted out in the room. After one child had taken a part then everyone wanted to get into the "act".

A curriculum for six weeks of Summer School is certainly needed for each grade level. What to teach and what to omit is quite a problem. Reading for meaning and enjoyment were stressed. The children checked books from the library, and the new Red Cross books. Usually they read these overnight and brought them back the next morning in order to check out more. In language class we wrote many letters. This was a difficult activity for most of the children. So long as the children had books or workbooks to use they did quite well, but any creative effort such as writing letters, drawing a columbine while looking at one, or using spelling words in original sentences became a very difficult task.

The highlight of school was the bus trip to Denver to the Natural History Museum, the zoo, and Lowry Air Force Base. Their remarks and comments on the way to Denver and during our tour were most interesting. A trip to the mountains would be a wonderful experience for these children.

The children were recipients of many kind acts. All received articles of clothing donated by Fort Morgan churches. Five churches in the county also contributed money toward glasses and dental care for some of the children. In my room one boy received dental care and one girl received new glasses. Their parents came to school the last day and expressed their gratitude and appreciation and helped pay what they could on the glasses and dental bill. Parents were much more cooperative this year toward the health clinics, paying for lunches, etc. Bean bags, stuffed toys, Junior Red Cross magazines, and the Junior Red Cross boxes made Christmas come for many of the children in July.

I enjoyed working with this group, however, I feel that there were too many grade levels in one room, since these children require so much individual attention. Classes through the fourth grade are more successful than those above that level. It is most gratifying to see children gain confidence and a feeling of security. It would be wonderful if they could retain this confidence in the regular public school term. Another summer term has been completed; it has been, I feel, an enjoyable and profitable one.

SPECIAL TERM AT ROCKY FORD

June 4 - July 10

1959

Lynn Gulmon, Principal

(By Lynn Gulmon, Principal)

It is not the aim of this report to lay the blame entirely on our society for the plight of these nomads, but certainly we do contribute to their condition. These people are indispensable in their work. The crops raised in the Arkansas Valley demand stoop labor, and Anglos do not do this type of work.

The conditions under which these people live and work would be unbearable to most people. I am very familiar with the housing, and some of it is bad beyond description. Some arguments are in favor of using Mexican Nationals instead of migrants for this labor. To use Mexicans, a definite and better standard of housing must be met--but this is not required for citizen labor.

It is said that these migrants are careless with property and do not wish to be more clean and sanitary. This may be true, but the responsibility of teaching cleanliness lies with us.

We are the ones who should teach parental responsibility and self-discipline to the children. It is as important to teach good manners, sharing, and orderly conduct as it is to teach academic subjects. The rules and regulations of a school are comparable to the laws of the country. We do not change laws to meet the individual demands of citizens; we teach citizens to comply with existing laws. So must we teach migrant children.

They must be taught that schools exist for their benefit, and not that they are doing us a favor by coming--they must be taught that the whole world is not against them--that their cooperation is needed--that all people do not want them to be ignorant and uneducated--that there are teachers dedicated to the task of teaching (money alone is not a great enough incentive)--they must be taught that cleanliness is important to Americans--teach--teach--teach, only through constant teaching can a better standard of living be reached for these children.

School is very important to these children, but school alone will not and cannot do the job. This is a job for every American who has a humane feeling for his fellow man--for every citizen of the United States who believes in and subscribes to the tenet that equal opportunity for every American family should exist--for every organization that proclaims a genuine interest in human beings.

Let it be said that the interest in people and the desire to help should come from the local, state, and national levels. That there be less clucking of tongues and shaking of heads, and more action.

We have a number of interested and dedicated people, but not nearly enough to do the task that lies before us.

June 4, 1959, Rocky Ford started its third summer school for children of migrant laborers.

The task this year was a little more difficult than before because our regular term ended on Wednesday, June 3, and we started the Special Term the very next day. A great many of the families were here in early May. A few of their children entered Liberty School, and as usual, they were misfits because of their retardation. The majority of them waited for summer school to open.

As usual with these people it was not important to them to be here the first day of school. A number of visits by school people was necessary to help them gain confidence and to get them started. They just don't have the feeling about keeping appointments the way we do. Some of them feel if they are in school every other day--they will eventually get enough education. Their culture is different; their value factors are not the same as those of our major population.

There are five families back from last year. With these families, we are greeted like old friends. They are always very happy to see us and the first question is, "When does school start?"

This year we had school three Saturdays to enable our staff to attend the curriculum workshop at Adams State College at Alamosa. These children really like school--they were all here on Saturdays as well as weekdays. Try this during regular school!

This year we had our first discipline problem. The pupils in the room of 11 and 12 year-olds were constantly belligerent towards one another. Almost all had chips on their shoulders. One boy used "bad words" in the classroom all the time. He tried to disrupt classroom procedures. As a final result, I took him home to his parents and asked that they keep him home. We tried everything we knew to find the boy's trouble. After his departure, things were much better. We failed that boy, but as yet, we do not know why. It gives a feeling of frustration, and a feeling our school is a failure.

Some of the childrens' actions may be attributed to unrest at home. The home life of some is not always stable. One family's father ran off and left them. This certainly will affect the actions of the children.

There also seems to be a situation among several families where they are unable to make any money here. Three families left the fourth week of school because they were not making enough to support their families. At least, this was their report to us when they withdrew the children.

The older boys and girls have had organized play in the "jean", as they call the gym. At first it was a difficult job. They do not know the meaning of playing fairly; they do not want to make the sides even; they do not want to have any rules except the ones that are suited to them at the present moment; there is no consistency in their rules, one applies one time and not another; their attention span for games is not any longer than attention span in the classroom, very short. Games must be changed constantly or they lose interest and start their favorite sport--knocking each other down. They are improving, but six weeks is too short a span to accomplish everything. We can only hope for a carry-over.

These children feel they should do anything they want to do anytime they want to do it. A majority of these children seem to be wild and undisciplined. This is because either children or grandmothers are in charge while mothers and fathers work in the fields. Children a little older do not know how to use authority, and they get "sassy". This all adds up to more difficult teaching when they reach school. No teaching can be done in a noisy, rowdy atmosphere.

School records that come with the child are inadequate. It is difficult to keep records up to date when children move two or three times during a school year. The ones who have records with them show anywhere from 15 to 32 days attendance for the previous school experience. There are never any records of the beginning school term--always the last 6 or 12 weeks in the spring. Apparently they only attend school at their home base. When they leave with no warning, it is impossible for any school to send records with them.

Many are very shy and require a great deal of attention. Many of them began to come out of their shells by the beginning of the fourth week. Some never do. Some are too exuberant and boisterous. They are just as great a problem as those who are too quiet.

A good school situation where children feel they are wanted and needed does much to draw these children out. A sincere staff with a genuine interest in children is needed. It is heartwarming to see how attached the teachers become to these children, and the reciprocating feeling the children have for them. One can never express the thanks that are due to teachers of these children. The children do not know how to give thanks vocally, but they do it mutely thousands of times by the outstretched hands and the glances and looks filled with love and trust.

The color of skin and the accented English doesn't matter--these teachers, nurses and others connected with our school see only children--neglected by necessity, frightened, forlorn, bewildered--the children who need help, who need tender, loving care in huge doses, who need happier and better experiences than they have had in the past. This should be the treatment given to them by all people everywhere.

The Rocky Ford staff, in my estimation, is seldom equalled and never surpassed in the quality of humanity it exercises.

THE SCHOOL

It is impossible, for me, to attempt a room by room analysis of this year's school. I will take the school as a whole and generalize.

The range of ability and achievement within any age group is high. The children are first grouped according to chronological age, then we re-group according to ability and previous school experience. This makes for a heterogeneous group. They are nearly all retarded--there is only one who is on a proper grade level usually associated with a certain age.

All of them suffer a language handicap. Oral language is used a great deal, and some method should be devised to stimulate more interest in oral language. There are so many common English words they cannot comprehend. One should work harder on concepts, especially on words that are intangible, such as "over", "around", "beneath". The words that we may demonstrate with a concrete object are much more readily understood and accepted in their vocabulary. Educators are too prone to feel that because the words are of a common variety, the words are known to all children who speak English--it is certainly not true. How do you demonstrate a word like "around"? If you walk around a tree to demonstrate, how many different meanings might this convey to the child? For example, with a group of younger children who speak little English we were using chairs and the lesson was "sit down--stand up" over and over. When I pointed to a chair and asked, "What is this?" A child answered, "Down".

Constant drill is used in oral language. But it must be remembered the attention span is less for these children, and when their attention is lost, no learning is done.

The standard elementary curriculum is not workable here. A new one must be devised, new textbooks must be developed, new teaching methods learned.

No planning can be done until children arrive. The teaching that is done is determined by the way the children respond. One thing that works one day will not work the next. It is no doubt that this is the most difficult teaching that one can experience. There is no consistency with these children. One day they come eager to work--the next it can't be pulled from them. The ones who are slow learners and non-learners are the ones who seem to be better adjusted. They are grateful for any help given. They do not cause any trouble. They are more polite and friendly.

The younger children--from 6 to 9 or 10--can be reached by teachers. They respond quite willingly--they accept discipline in almost the same manner as regular school children. The older ones--no! They push away any work given them and say brusquely "Too hard", and refuse to try it. This is the way of most of the older group.

A day by day improvement is seen, but the time is so short, six weeks is not long enough. Don't get the wrong impression; a world of good is done in this short time. If the term were longer, a great deal more could be accomplished, especially with the older children. In regular school, a great deal of time is required to get acquainted with the children in a given room. One always has a core of good students to fall back on until the others are understood. Here we usually don't find that leadership. If it is detected, it is always in the wrong direction. It is believed that with a longer term, these youngsters could be pulled back and given a start that is more desirable. Also, in a normal classroom situation, this attitude may not even be detected. It is difficult to know how best to cope with these wanderers. Certainly, they leave much to be desired in manners, attitudes, work habits, play habits, and acceptable citizenship.

Again it remains the never ending task of teachers to keep trying and to unceasingly teach these children to improve their own lot, to constantly hammer at them that through education they will reach the goal of better living facilities, better health standards and a rosier outlook on life, to teach them that it is their responsibility to seek out schools when they are in session, and to better their attendance records. It is not our duty to have to beg them to stay in school. They must be taught that they, too, should have a concern for their betterment. We cannot and should not be made to feel that the sole obligation is ours. Given the opportunity, they should be ready to accept it.

HEALTH

As a whole, the children came to us much cleaner than last year. It is always amazing to see how dirty and ragged they are when we visit them before school, and then witness the transformation as they step out of the school bus. It never fails to astound us to see how nearly clean they are. I don't see how they do it.

Showers are given at least three times weekly, and are thoroughly enjoyed by all of the children. The problem is not of getting them in, but of getting them out and keeping them out. I found that it never pays for me to dry off and start to dress too early. Someone always gets behind me and back into the shower. I unthinkingly went after one boy and the result was soaking wet trousers.

Four families showed up in school infested with lice. Pediculosis is a nicer word, but as the saying is "a rose by any other name would smell as sweet". So a louse by any other name is still a louse. Our nurse, Mrs. Brenton, worked unceasingly until the problem was licked. Besides doing paper and office work, the school secretary also served as assistant manager in the showers.

As we greet the children in the morning the two most popular questions are, "Is today the day for chowers?" and "Do we play in the "jean"?" The enunciation and pronunciation of these two words never fail to sound hilarious to me and I am sure to everyone else. It about breaks me up. Not that we want to ridicule--it just sounds humorous.

Each day as we shower there is a great deal of jockeying among the older boys to see who gets to take the box of soiled towels from the shower room to the laundry just across from the school house. The boy who gets to bring back the "sleep" (slip) is really a great man for the rest of the day!

With the exception of three families all children have had D. P. T. shots and at least a start on polio shots. Again, the public health people are way out in front of education in its aid to migrants. We are proud of their work.

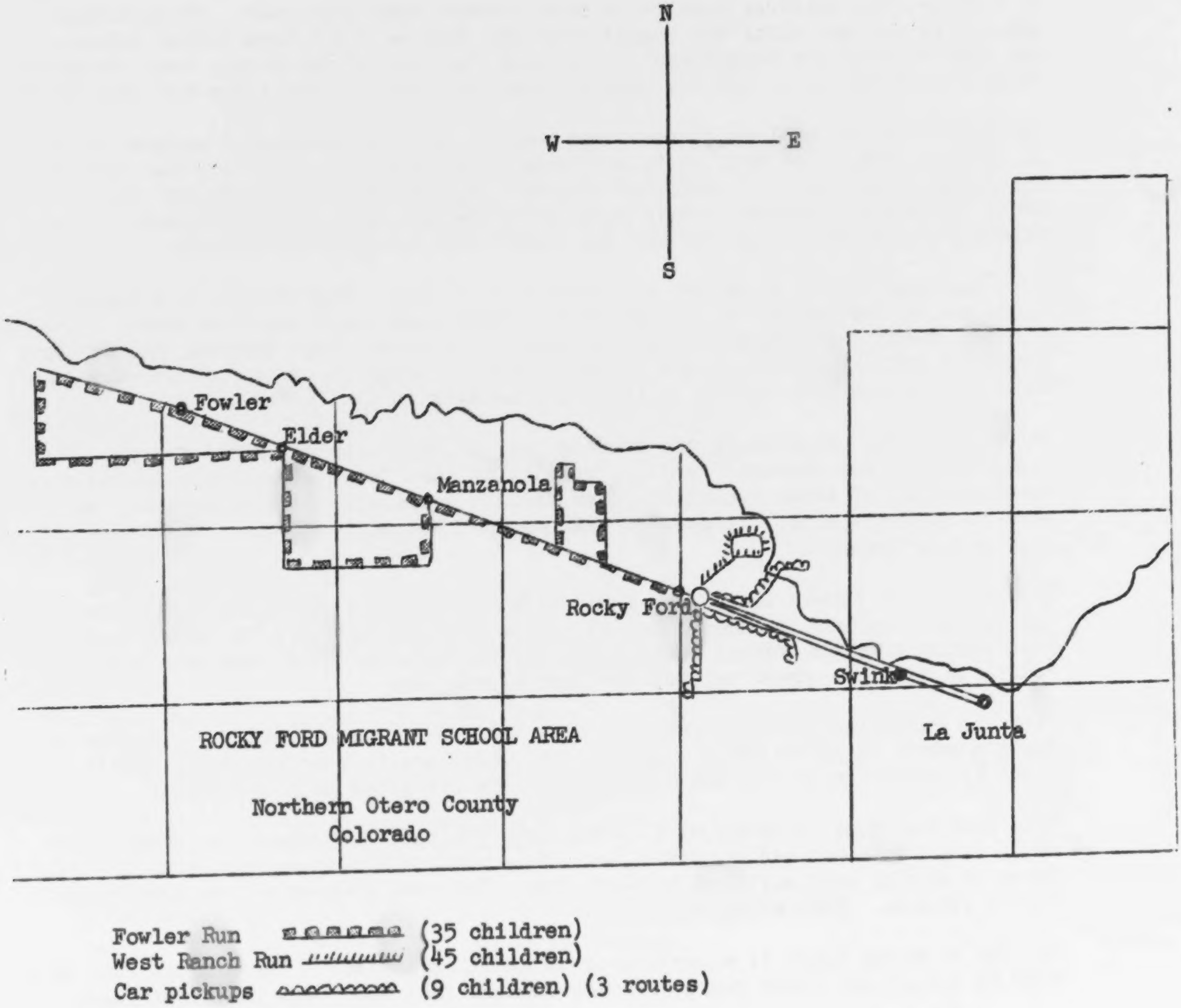
This year the food is eaten much better than the past two years. We found six menus they would eat and rotated them. This cuts to a minimum any waste of food. There is hardly ever anything to throw out. The milk program in the morning is also a success. They enjoy cold milk.

We like to think there is a carry-over in health practices. The families who have been in school all three years are much cleaner than they were the first year.

THE LUNCH PROGRAM

This year we have only one cook. All the teachers not on duty, the nurse, and secretary pitch in to help serve, wash dishes, and do anything else that has to be done. I always eat a little early in order to be free to clean up spilled milk, serve seconds, and be of general help. One of the older boys showed concern for me--he says he felt sorry for me because I never get anything to eat. I assured him I wasn't starving. He should have been able to tell by looking at me.

Mrs. Mildred Haddan, who will start her first year of teaching this fall, comes at noon to help serve and wash dishes--then she goes to one of the rooms to teach art. There is no remuneration for this. She should make an excellent teacher. This shows a good interest in children and a dedication to teaching.


N
W
E
S
Fowler
Elder
Manzanola
Rocky Ford
Swink
La Junta
ROCKY FORD MIGRANT SCHOOL AREA
Northern Otero County
Colorado

Fowler Run (35 children)
West Ranch Run (45 children)
Car pickups (9 children) (3 routes)

ROCKY FORD KINDERGARTEN GROUP
1959

(By Mrs. Edna Middleton, Teacher)

The group of five and six year olds in Migrant School this summer had had no previous school experience.

They were very quiet and shy. They were awed by the English they heard spoken those first days of school. They would not try to talk. They smiled, and they were unafraid. They did not talk for several days. They obeyed directions with much "sign language".

After hearing sentences, directions, words, and phrases day after day after day, they attempted to talk to the teacher. Their first attempt had little semblance of these very necessary terms. Eventually, they were able to speak these words, and, at the same time, understand their meaning.

Daily Program--

Health--Brush teeth. Wash hands.. Comb hair. Drink milk. Shampoo hair. Take a bath.

Language--Pictures, nursery rhymes, finger games, poems, records, concrete objects.

Reading Readiness--Follow simple directions. Learn color names. Follow simple lines and circles in writing.

Arithmetic Readiness--Rote, concrete, and semiconcrete. Recognize 1,2,3,4,5 and their meaning. Much work at chalkboard. Used kinesthetic numbers made from emory paper.

Art--Cutting with scissors, pasting, coloring, painting with tempera, using Plasticene clay.

Materials used:

Classroom-
1. Colorful Mother Goose Pictures.
2. Pictures, big ones, of toys, pets, family, work and play.
3. Building blocks. Spools.
4. Jig Saw Puzzles.
5. Aquarium of tropical fish.
6. Plants.
7. Murals of the Seasons made by regular term Second Graders. (Most helpful in encouraging spontaneous conversation.)

ROCKY FORD BEGINNERS' GROUP
1959

(By Mrs. Mildred Haddan, Teacher)

June 4, 1959 at 7:30 a.m. Regular term of Rocky Ford school had closed June 3. All is in readiness to welcome the migrant children as soon as the buses arrive. Such a pleasant surprise, there was no loud crying. Shy children yes, but not frightened. The work of the past two summers was not in vain.

It didn't take long to see that these were not bilingual children. We could not even have a bilingual room. Most spoke only Spanish. Hans spoke only German. None of the group understood enough English to follow spoken directions. They could not speak enough English to make their wishes known.

The children needed to feel that they belonged in the room. They needed to learn to follow directions. They needed very close supervision.

A work center was set up near the sink, chairs were in a circle near a low work table. Tooth brushes in name-labeled cups were near on the window sill above name cards. The children were very young but they soon learned to await their turns to brush their teeth and wash their hands. This activity was planned so that it could be repeated at their homes. Paper cups were used for tooth brushing, discarded gallon vegetable cans for hand washing. (The cans adorned with name cards went home the last day.)

Very soon the children could recognize their names. Names were used in many places around the room. It was most important to be able to find one's own name. Chairs, desks, brown paper (beds) for resting, drinking cups (kept high on a shelf to encourage asking for a drink and to avoid playing in the rest room). It was most important to get names on seat work to be displayed for all to see. they felt at home.

The children in this group were alert, attentive on their level, interested in their surroundings, responsive, anxious to learn. Oh, for the ability to keep all that they have, but to give them a second language and an experience background that will make their school life a successful, enjoyable adventure.

Things That Worked

Learn to follow directions most important of all.

This was first done by imitation. Wash your hands. I would show them the correct procedure, they would follow. I tried to use the same words each time I gave a direction, I tried to talk slowly, never get in a hurry or raise my voice - notice I put in many times the word "I tried".

These children would follow many directions when they did not understand my spoken words. In fact, I was fooled many times. I thought they understood much more than they did--I would back up and start over.

Concepts

This is the really difficult thing to teach the very young child learning a second language. This is the place I spent much time. Walk--run--come--go--For example, Mickie ran in the hall, we said walk Mickie walk, quite by accident I discovered that Mickie didn't actually know the difference between walk and run.

I can find no way to teach children what words of this type mean but by actually doing the activity--after I discovered Mickie was confused. We all worked on the concept of walk. Out of doors, "We walk on the grass", "We walk on the sidewalk", "We walk on the ground." This takes time, but it is time well spent. After the children actually understood the concept "walk", the trip down the hall was much better. The spoken word meant to them the thing they were doing. This is only one example. The same procedure was used in many ways. It seems to me better to really learn a few simple things well than to have a confused idea of many.

To see, to feel, to touch, doing things helped. Free play with dolls, dishes, knives, forks was most valuable, closely supervised, of course. English words were used more often, the group expressed themselves more readily.

Room care was made a very important activity. Picking up toys, finding puzzle pieces, cleaning sink and floor. Of course, this was not done in an adult manner but the idea was sound. I hope it might carry over into their home life.

Puzzles were enjoyed. Even the young children became very good at putting "Judy" puzzles together.

The group enjoyed and would listen to music. A good sense of hearing sounds was shown.

Coloring was immature but enjoyed. Seat work was organized into units, pictures colored or cut out and put into brown paper booklets to take home.

Unit 1 - Balls
Unit 2 - Toys
Unit 3 - Our School
Unit 4 - Farm Animals
Unit 5 - Numbers

These activities were of value to the children. Booklets were sent home in hopes older children would help with English words (nouns used).

Things That Did Not Work

Charts - I gave up; even an attendance chart fell flat.

Cutting pictures from magazines. There was not enough English for them to understand my directions.

Reading - I got the group to listen to only one story--that an action book.

Finding objects in a basket was not a popular activity. Last year's group enjoyed this activity very much.

ROCKY FORD FIRST GRADE GROUP
1959

(By Mrs. Meroe Aschermann, Teacher)

First Grade and Beginners

Curriculum - Curriculum was kept at a minimum, and included arithmetic, reading, oral language, art and music, plus the health activities. Arithmetic consisted mostly of counting and number drill. Endless devices were used to make the children count and associate numbers with a specific meaning and object. Number recognition was worked on to a large extent. Workbooks were difficult, and combinations had to wait on number concept and recognition.

Reading was in the pre-primers and very difficult, so I changed to flash card word drills, games with word cards, and used the alphabet flash cards extensively. Workbooks were very difficult for most of the group, and required individual help.

Oral language was a must, and the most important item of the day. Conversation was stimulated with a daily news bulletin. Picture cards were named, used in games and named, used as individual pastime cards, and named. Until a vocabulary is built up, these youngsters are going to be at a loss in any school.

The music curriculum consisted of songs (simple and easy to learn), a few simple folk dances, and records. The children were hard to draw out at first, but later responded quite well to singing and dancing. Records, they loved.

Health consisted of daily tooth brushing, hair combing, and hand washing. Baths were given twice a week, with one bath including a shampoo. Care of the nose is one of the most important health items these children must learn.

Art was an attempt to include many kinds of media, and to give the children a wide experience. Creative and expressive art were emphasized. Big newsprint and tempora paint brought the most satisfactory results.

Characteristics of Children

The children of my room for this summer of 1959 were better adjusted and less timid than the children of the previous summer. Their attendance was better, and they seemed, for the most part, to enjoy school. Their crying need is for simple experiences which we take for granted with the Anglo children, and the teacher must take many hours explaining the simplest of terms in order to establish a basis for learning. Conversation, drawing out the children, encouraging the slightest contributions are terribly important. Sometimes even a request that a statement be repeated will send a timid child, with only a few words at his command, right back into his shell.

There are, of course, the noisy and uninhibited ones who require discipline and firmness as in any classroom.

Grouping for work was not too satisfactory. The children could not be left on their own in a group for any length of time. Those not participating seemed to resent the exclusion and would wander up and join the group. The best method seemed to be individual help for all, for only a few minutes at a time.

Achievement in six weeks is hard to judge. I have seen a broadened vocabulary, letter and number recognition improved, class routine accepted and adhered to, and a certain sense of fair play and "taking turns" developing. One of the most gratifying achievements is the change in appearance of some of the dirtiest ones, and the hope that there will be some carry over for the next year. The School Nurse reports that some of the homes are improved over last year.

Recommendations

Vocabulary and More Vocabulary - Don't stick to "Dick & Jane", but talk about the child and his interests. Discuss what he does and likes and teach the words he needs to facilitate his way of life.

Simple Experiences - Take a walk, discuss what the child sees and does. Say "This is grass", and let him touch and feel it. He knows what the Spanish word for it is, but he is lost when "grass" is flung into the conversation in the school room.

Expect Each Child to Contribute and Participate - Don't give up on the head-shakers. Eventually they will come through.

By expecting lunch money more has been collected--they have their pride.

Don't Expect Miracles - We are not going to change their basic culture. All we can do is make life easier and more comfortable and healthful for them. They will be better adjusted because they have been accepted, and know a little more about our culture.

Keep the Curriculum to a Minimum - A few concepts well taught are well worth any set and impressive curriculum. Be flexible, ready to meet the needs of the children for that particular day, and neither the teacher nor the pupil will become frustrated.

ROCKY FORD PRIMARY GROUP
1959

(Mrs. Lorene Irvin, Teacher

My group of children ranged from grade 1.1 to 3.1, but all of them spoke English. Except for primers, I used Scott-Foresman basic readers. I found all the children, except the two third graders, needed a lot of drill on sight words as far back as the primer, even though many of them had been in the first or second grade before. Because they had worked in the basic primers so often, I used the health reader "Good Times With Our Friends" by Heath; also "Jim and Judy", Macmillan. These books gave impetus to the relating of similar experiences by these children.

There is a great need for recognition of initial sounds. I worked and worked on the b, c, d, and f sounds, but succeeded with only one or two children. I used pictures.and word lists, at every opportunity, but I failed to get it across. Even the third graders lacked this knowledge. Neither could they recognize long or short vowel sounds.

I never had workbooks for the first graders, but used dittoed work. This was not very satisfactory, because the children's work habits are so poor. The most important thing to them is to get some marks on a paper. Color the picture, and say "Teacher, I'm finished." Even after six weeks of individual help, they still rush through all busy work. The workbooks for the second and third graders were very helpful in many ways, but also too difficult in spots. For instance, one workbook asks, "What can be smooth?" The child could not do this at all, even though she could read every word. I found that the word "smooth" had no meaning to her; also other words such as sandpaper and satin. After I had her feel of rough and smooth objects etc., she was able to complete the exercise.

I found that prepositions are a stumbling block, so I drilled on the more simple ones such as over, under, by, with, to, from, on, and in. I had each child put his bands over his desk, on his desk, under his desk. Also many of these prepositions could be emphasized by motion songs.

In numbers almost every child was in a class by himself. I found one child could subtract but couldn't add. No doubt he had been in a regular school when subtraction was being emphasized. I drilled every day on addition facts by use of flash cards, board drill, and work sheets. All children needed this drill for quick recognition of facts, and this gave an opportunity for all children to work together. Arithmetic texts and workbooks were almost useless, because many could add even three or four addends with two digit numbers, but couldn't read above a primer level.

The third graders learned the multiplication tables through the fives and wanted to do more, so of course, I let them. I had two sets of flash cards, homemade, and since I had only two girls, I gave each of them a set when school was out. I believe they will work with them and know all the multiplication facts by September.

I have insisted on politeness at all times. Each one always wants to be "first". Each acts as if he didn't get the first piece of paper, I pass out, there will be none for him. Today (after 29 days) for the first time, each waited patiently for his piece of construction paper. Each day each child answers "roll call" with, "I am here, Mrs. Irvin." They took turns being first each time we went for milk, lunch, or home. Soon they remembered the correct order and learned that each child has a right for his "first".

I discouraged tattling almost completely. These children (because of experiences and home conditions, no doubt) feel that they must get what they can get when they can get it--because there may be no more. They have very little regard for even their own relatives, each must look out for himself. Tattling seems to be one way to "get mine".

Next to the last day of school, I gave them a free period. I supplied materials and then said nothing. Some traced and colored, others made hats, others folders to carry papers in, but not once was there any pushing, grabbing, running, or loud talk. I feel very happy about this because six weeks ago this could not have happened. They all enjoy working jigsaw puzzles. One little girl, at first, couldn't even put the corners in the frame, but now given time, she can complete one by herself and she is so proud of her accomplishment.

They love to sing! We've learned two or three new songs each week. I'm sure they can all say the A. B. C's because of learning the song. Also a sense of rhythm, counting, and many new words have been the "by-products" or our singing.

I tried to impress upon them the need of safety. Two tragedies in Rocky Ford this summer gave graphic examples. We also discussed meaning of road signs, the need for careful driving, and care of forests.

I never passed an opportunity to let children talk, when they had something to tell.

There's not too much value in a child learning to read English words, if he doesn't know what they mean. Oral English is the answer to this, I do believe.

Art work "messes" they loved. But they came out with some nice projects.

I would like to recommend a curriculum whereby Oral English is stressed and one where books are available (even if they have to be written especially for groups such as ours) that we can take the child where he is and go on from there.

ROCKY FORD INTERMEDIATE GROUP
1959

(Mrs. Ruth Melville, Teacher)

All in this group had school experiences. They ranged in age from nine through twelve, in ability from ungraded to sixth. All needed help in getting along with one another--developing a sense of fair play, following the rules of games--

respecting authority, rules and regulations--and assuming responsibility.

They were given an opportunity for organized play period in the gymnasium, working in groups, helping younger children with their showers, helping with eye and ear testing and weighing, taking out and returning playground equipment, and taking and getting towels from the laundry. All this seemed to help their attitude and to give them a feeling of belonging.

Their greatest need was an English speaking vocabulary, not just saying the word, but understanding what it meant. With this language need as my aim I tried to help improve vocabulary in all subjects. For reading I grouped (as best I could) according to abilities. For work type reading I used Reading Skill Builders 3^1, 3^2, 4^1, and the American Adventure Series. We read silently and orally, discussed paragraph by paragraph, asked and answered questions, worked together on exercises at the end of each story and encouraged all taking part in discussion.

Books were available for free reading; however, not much free reading was done. Children do not like to work alone. All gathered around when I was working with any one group.

Language--They were encouraged to talk about their experiences, they wrote sentences and stories of experiences, what I do at home to help, What I like to do to help. (Stressed letter formation in all written work)

In arithmetic (their favorite subject) I drilled on number facts in addition, subtraction, multiplication and division. Took each child where I found him and let each advance at his own rate.

Health program--A positive program--brushed teeth, combed hair, washed hands and faces, showered, drank milk and ate good lunch.

During art and hand work period conversation was encouraged. Discussed what they were doing and talked about the finished product.

At the close of this brief period I could see improvement in all areas. They seemed to be more cooperative, to get along better, to be better behaved and more at ease in the classroom, and to use English more freely in their conversation in the room and on the playground.

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SPECIAL TERM AT SIERRA GRANDE
(Blanca, Colorado)

1959

James L. Bosley, Principal

(By James L. Bosley, Principal)

This being our first year, we had a lot to learn...We studied the reports of the other schools and with the help of State Department personnel, we were able to set up an outline program.

We had pre-registration with 63 children coming in to register. On our first day of school, we had 73 children present and by the middle of the second week there were 84 enrolled. This gave us enough pupils to add another classroom and teacher bringing our teaching staff to five.

Most of the children come from families that move to this area in the spring to plant and irrigate the crops. Some others come from families that work in the lumber mills. They start school here in the fall and move to New Mexico and other places during the winter, and then come back here in the spring. Others have a home here, but move to other areas to work in the potatoes and other crops. A few come just for the summer harvest. All these children miss from a month to as high as four or five months of school each year.

Due to the fact that most of the children had been in some school last year, we were able to set up an educational program much the same as in a regular school year. The teachers found that teaching this summer group was much different than in a regular school year, because in each class they needed to teach to small groups or to each individual child. It was our thought to take each child where he was and to help him develop as fast and as far in the area of learning that he needed most.

We as a staff have learned a lot and have enjoyed teaching and working with these children this summer.

CURRICULUM

This was our first year to be in the program and with Mrs. Lucille Latting's help, we set up the following curriculum:

In the morning we taught Language Arts: Reading, writing, arithmetic, spelling, and English; in the afternoon, we taught social studies, arts and crafts, physical education, and had the audio-visual program.

HEALTH PROGRAM

The health program was conducted by Mrs. Virginia West, County Nurse. She worked at our school every Wednesday. All children were weighed and measured for height the first week and again the last week. Their eyes, ears and teeth were checked. Each teacher had the children brush his teeth every day. After consulting with parents, shots were given to those students who needed them. Mrs. West brought a film on health each time she came to use in teaching health education.

SHOWERS AND ACTIVITY PROGRAM

We were able to transport the children to the gym one day a week for an activity period where they played basketball and other games. After this activity period, everyone enjoyed showers.

LUNCH AND MILK PROGRAM

This summer we had a good lunch program. It was conducted like our regular school year program. A well-rounded menu was served with something different each day. The children enjoyed this and ate well. Even our pre-school children were able to handle their own trays after their teacher showed them how the first day.

We gave the children free milk every afternoon. The children refused to drink milk if they had to pay for it. We decided that it was important for these children to have milk even if it had to be free.

AMERICAN JUNIOR RED CROSS GIFT BOXES

Mrs. Lucille Latting arranged with the American Junior Red Cross to send us the gift boxes and toys they prepare for under-privileged children. Our boys and girls sure did enjoy these gifts. To many of them it was like Christmas. We used the tooth brushes and tooth paste in our health program, and the pencils and crayons in our regular school work. The toys added much to the recess period. We all wish to say "Many Thanks" to the American Junior Red Cross.

FIELD TRIPS

The entire school visited the Old Fort Museum at Fort Garland, Colorado. The second trip was to the Great Sand Dunes National Park, which was an all-day field trip. A picnic was prepared and served by our cooks with all personnel attending. The children enjoyed these trips very much.

TESTING PROGRAM

The testing program for the summer pilot school was the giving of the Lorge-Thorndike intelligence test. The consumable non verbal was given the pre-first, second and third grades. The consumable verbal test was given the fourth through eighth grade groups.

ARTS AND CRAFTS

While the boys were at the gym, the girls had a period in Arts and Crafts. They did finger painting, painted, and made many articles to take home. The larger girls went to the shop and made the picture albums using plywood and the wood burning set to make designs on them. Others did some fabric painting.

The boys in their period were divided into two groups. The smaller boys made things similar to the girls and painted too. The larger boys were taken to the shop to make articles from wood. Book racks and picture albums were also constructed. Wood burning sets were used to make designs on the albums and book racks.

SIERRA GRANDE PRE-FIRST GROUP

1959

(By Helen L. Gonzales, Teacher)

The pre-school group was a normal group; so we were able to accomplish much during the six weeks period. We had good materials and I feel that the children progressed well.

Materials included building blocks, design blocks, assorted sizes of colored beads, puzzles, peg-boards, counting blocks, number and letter builders, number concept cards, reading readiness cards and I made use of many different pictures so that the children could get a visual concept of any word that was introduced. I made a color chart that served its purpose well.

In the form of arts and crafts we did finger-painting, painting with tempera, scribble drawing, wall plaques out of paper plates, drawings where there were definite directions to follow, macaroni jewelry, paper bag masks, construction paper weaving, circle, straight line, rectangle art and others.

Our schedule was as follows:

9:00-9:20---Opening exercises (pledge of allegiance, roll call, lunch count, health inspection, and discussion of day's events.)
9:20-10:00--Music. The students went with the student teacher for music, one group at a time, (we had two groups). While I worked with the other group on writing. (All the pupils learned to write at least their first name) and most of them learned good formation of letters.
10:00-10:15--Showing of different pictures to stress word concept.
10:15-10:30--Recess--directed play.
10:30-11:00--Number work--we used number pictures, counting blocks, the flannel board and counting frame.
11:00-11:15--Clay work
11:15-12:00--Lunch
12:00-12:30--We worked on a circus unit. The cover of the booklet was spatter painting. Pictures of different circus animals were colored and they were the contents of the booklet.
12:30-1:00---Free play period in which they played with something of their choice. Toys were also brought to school. The children loved this period.
1:00-1:10---Milk program (free to all)
1:10-1:30---Audio visual program (films)
1:30-1:40---Rest period
1:40-2:15---Rhythm, games of different kinds in the recreation room, the record player was also used.
2:15-2:30---Supervised play outdoors.

SIERRA GRANDE FIRST GRADE GROUP
1959

(By Ruby Montoya, Teacher)

There were 16 children in the first grade. The class was divided according to ability, into small groups. Vocabulary was stressed by use of flash cards, flannel board and drill work on the blackboard. New words were pronounced by using the phonetic sounds of the consonants. The alphabet was drilled by use of flash cards, the flannel board, and games.

The fast group learned to write and recognize their numbers to 100, and they know their basic addition and subtraction facts. The slow group learned their concepts to 10, and were able to do oral counting to 100.

For science many animals were discussed. Pictures of these animals were displayed, and many live animals were brought to the classroom. The children brought to class a turtle, chipmunk, a spider, a goldfish, and some ants, flies and bees.

We had a music period every day, and the children learned many new songs. Records were used for singing, singing games and for exercises.

Many different art activities were attempted. The children used crayolas, paints, finger paints, clay, paper mache, and construction paper.

During the health period the children learned proper ways of brushing teeth, washing, combing, and general cleanliness. We talked about a balanced diet.

Social development was stressed in the use and sharing of puzzles, books, blocks, peg boards, and other materials used during free play period.

SIERRA GRANDE 2-3 GRADES GROUP
1959

(By Esther Romero, Teacher)

Reading

These groups were all slow in reading so we tried to see a group of words instead of just one word at a time. When we came across a new word, we discussed it to get the meaning and understand the story better. I worked with each individual, and also in groups of three and four.

Spelling and English

Individual work.

We learned how to study spelling and used the following steps:

1. Look at the word.
2. Say the word.
3. Spell the word.
4. Close your eyes and see if you can spell it correctly.
5. Write the word.

We made sentences to be able to understand better the meaning and use of words. Sometimes we put them in alphabetical order.

Arithmetic

Individual work.

We used different forms. We used objects and flannel board to show how to put groups together and separate as to add, and subtract. We also played games with number flashcards.

Writing

We tried to better the forming of letters and write on the line and write in complete sentences, also leave space between words.

Science

1. We made a scrapbook.
2. We used pictures.
   a. We found pictures of different living things.
   b. Plants and animals.
   c. Animals and insects.
3. Non living things.
4. We found pictures for the four seasons.

Art

We worked in groups. We did glass painting, fiber painting, made objects of paper mache, made puppets, drew designs using different ideas. We also designed pictures with macaroni.

SIERRA GRANDE 4-5 GRADES GROUP
1959

(By John Roybal, Teacher)

My group showed two distinct areas of weakness: Arithmetic and reading. In order to remedy the weaknesses in arithmetic, I made extensive use of drill work with flash cards, number games and a general review of the work done in these two grades in arithmetic. Special emphasis was placed on fractions in the fifth grade and in the fourth grade, general computation with special emphasis on division.

Pupils were urged to read as much as possible through use of the state library books and reports on various topics in history and geography. For those pupils who could not read, a phonics program was used. In this, phonetics wheels, phonics word builders, and a general study of word sounds was made. Texts of the appropriate reading level were used with different groups. One day per week the game "Listen" or "Look" was played. This adaptation of the well-known "Bingo" was enjoyed by the pupils and helped them greatly in identifying words.

The program in general was characterized by a great deal of individual teaching and use of very concrete objects and examples as the I. Q. Tests showed a relatively low range of I. Q., the highest being 98.

SIERRA GRANDE 6-7-8 GRADES GROUP
1959

(By Manuel Martinez, Teacher)

Group five consisted of students from the sixth, seventh, and eighth grade. The group was mainly confronted with English and arithmetic problems.

In English, much time was devoted to parts of speech, phrases, clauses, and letter writing.

In arithmetic we studied addition, subtraction, multiplication, division, decimals, fractions, and written problems.

We also had science and Colorado history. This was carried on as class reading and discussion. We had spelling once a week. It consisted of learning the word and its meaning.

SPECIAL TERM AT FORT LUPTON

1959

H. Paul Knight, Principal

(By Leo William Butler, Superintendent)

Migrant children -- they are human individuals in every sense of the word. These little folks have a heart, soul, body, mental ability and feeling just like you or me or our children.

All humans should be treated and worked with alike in any school system.

The teaching of these individuals should be no different than the teaching of any child in any school. The method used and the curriculum used may differ, but the aim should be the same. Perhaps the amount accomplished will be limited due to poor attendance in school, but if we always keep foremost in our mind that they are all humans and must be treated as such, not some group set aside from the rest of the world that we are willing to make too many exceptions for. They are citizens of this great country of ours and they owe it a great deal. We in turn must seo that these youth become educated and worth while citizens and a credit to every one.

* * * * *

This being the third year for the migrant school in Fort Lupton, we feel we were able to do more for these children than in previous years. Each year brings us a world of new and profitable experiences from having worked with this group. We hope as a result of these experiences we are doing a better piece of work in handling these migrant children.

Comparing our results of these past years we are not too sure in our own mind that these migrant schools as they are now set up are the answer to the migrant childs problem. We do not have anything better to offer at this time unless the Federal

Government would provide some type of migrant school to go along with these people or providing rigid attendance laws in all states so that these children will be in school during the winter months.

Mechanization of farm labor crops is bound to have its effect on the migrant stream of labor and this may be our answer to the problem. If so let us hope for rapid strides so that these children will have the benefits of an education.

We have by far the largest enrollment we have ever had this year. The large number of children who returned to our school this year was most gratifying and the ease with which they adjusted themselves was remarkable.

The children coming to us this year were well dressed, neat and clean. Each year they seem to improve. However, we had our first real filthy child enrolled with us this year. This child had to be sent home to be cleaned up since she was beyond anything we could do for her.

A large number of children paid for their lunches this year, but no child was refused lunch or milk if he did not have the money. Perhaps many of these children profit as much from this balanced meal each day and the training in table manners, as anything we do for them.

The age group was a little younger this year and we experimented with some four-year-olds and definitely recommend that they are far to young for such a school.

I want to express my thanks to the fine staff of people with whom I have worked. They are a group of dedicated teachers.

* * * * *

PLANNING AND PREPARATION

A part of the planning for this year's school started at the close of last year, when all the problems were fresh in mind.

Following is a brief outline of the procedures we followed:

I. Advanced preparation:

   A. Staff meetings - March, May, June.

   B. Study of new forms supplied by State Department.

      1. Report cards.
      2. Pupil records.
      3. Attendance register.
      4. Cooperative School Attendance Plan
      5. Social Profile of Agriculture Migratory Pupils in Colorado

   C. Preparation and selection of instructional material based on past year's experiences.

      1. Mimeograph material.
      2. Visual aids, bulletin boards, etc.
      3. Text books.
      4. Art and music selections.
      5. Magazines for children.

6. Old text books to be given to children.
7. List of library books from Weld County Library.
8. Health material.

D. Ordinary supplies.

E. Preparation of Menus.

F. Preparation of classrooms.

1. All necessary supplies checked out and placed in rooms.
2. Preparation of bulletin boards.
3. Placement of "Eye Catchers" in room.

G. Attendance of faculty at Migrant Workshop at Adams State College.

1. July 13-17, 1959
2. Neil W. Sherman, Director, Phoenix Public Schools
3. Consultants
   a. Dr. George M. Brooks, Adams State.
   b. Dr. Eva A. Borrigs, Adams State.
   c. Dr. Arthur L. Campa, Denver University.
   d. Mr. Lino Lopez, Denver, Colorado.
   e. Dr. Alfred M. Potts, State Department
4. This was one of the most profitable experiences we have had since starting our migrant school. Mr. Sherman and his consultants are to be congratulated on the fine manner in which it was conducted.

   Little time was spent on generalities about migrant education. Instead a program seeking to develop the philosophy best suited to this type of education with major effort concentrated upon the building of curriculum materials, methodology, and organization.

   Each member of the faculty developed the curriculum she would like best to use with her pupils. She realized this would be a trial and error curriculum and might have to be thrown out for a more practical approach, depending upon the children she had in her room.

   The revised curriculum is found in this report under Curriculum.

H. Advance publicity

1. Posting of notices in Fort Lupton Farm Labor Camp cabins, offices, and health department.
2. Notices in newspapers - The Fort Lupton Press
3. Contacted processors
   a. Fort Lupton Canning Company
   b. Kuner-Empson Company
   c. Great Western Sugar Company
   d. Potato docks
4. Contacted labor organizations
5. Contacted religious groups
   a. Migrant Ministry
   b. Catholic groups

REGISTRATION AND GRADE PLACEMENT

I. First Day

- A. Contacted pupils at Farm Labor Camp
  1. Administrators
  2. Interpreter
  3. Representative of religious group - Helped to round up children each morning.
  4. Supervised loading and transporting of pupils from camp to school. This is done daily.
  5. Contacted as many parents in camp as possible.
     - a. Encouraged parents to send children to school.
     - b. Asked the cooperation of those parents sending children to help get other parents to send their children.
     - c. Visited all wash rooms.

- B. Registration and placement
  1. Students grouped according to size as they were taken off the bus.
  2. Divided equally among teachers for registration and suggested placement.
  3. Pupils assigned to home rooms by age and teachers recommended - placement subject to change.
  4. Placement into five groups.
  5. Obtained what information possible.
     - a. Few have any type of records
     - b. Used our own records from previous years when possible
  6. Forms and letters sent home to parents to be filled out. Not satisfactory; difficult to get them returned.
  7. Would take one individual's time for 5 weeks to try and get all the information asked for in reports.
  8. Issuing of materials.
     - a. Name tags
     - b. Towels
     - c. Soap
     - d. Toothbrush
     - e. Comb
     - f. Soda and Salt

- C. Late entries
  1. Handled by Mrs. Julis Burke and Mrs. Doris Martinez, this would average about four a day.

CURRICULUM

No definite curriculum can be planned in advance for these children due to their wide range of experience, age, ability and previous schooling, the limited time element and irregular attendance.

It is often necessary for teachers of these children to ignore any good placement of previously established goals.

Instruction must be geared to each child's level of ability and his background. Stress should be placed on those items which can best be put to practical use in every day living. Our belief is that the basic skills subjects should be emphasized in all groups.

Room assignments are determined by chronological age regardless of previous school experience. When possible within the room children are grouped where they can work successfully, however, most instruction is individual tutoring.

We feel it is impossible to grade these individuals by traditional markings due to shortness of time, retardedness and no grade placement.

DAILY STAFF MEETINGS

Each day after the children had gone home, a staff meeting was held. This procedure was followed in lieu of printed bulletins. Following are some of the items discussed at these meetings:

1. Announcement of each day's enrollment and attendance.
2. Procedures that proved successful were discussed.
3. Procedures that were not successful were discussed and discarded.
4. Much time was spent discussing required pupil records and recording information.
5. Cafeteria procedures and problems were discussed.
6. This was a time when distinguished visitors could comment before the group.
7. Humorous incidents were told to help brighten the day.
8. Any other discussion that might be brought up.

RECOMMENDATIONS AND COMMENTS

1. That we strive for better attendance of those enrolled.
2. That the children be placed in school wherever they spend the winter months.
3. A comment has been made as to whether or not these few days of schooling have given the children and their parents the idea that they have fullfilled the requirements of attending school and as a result will not enroll during the regular school year.
4. That pupil record keeping be kept to a very minimum due to the large amount of time required for same. The accuracy of the information is questionable and it is believed that the teacher's time could be used to greater advantage.
5. Would suggest that all four-year-olds and immature five-year-olds not be enrolled in the classroom where basic skills are being presented. They present a "baby sitting" problem which interferes with both teaching and learning. They could be better cared for by the parents or by organized church groups at the labor camp.
6. Keep classes at a maximum of fifteen.
7. That all religious groups work together for the benefit of these children and not just their organization.
8. The simpler this type of school can be operated the more effective.

FORT LUPTON GROUP I
1959

(By Rosa McMillan, Teacher)

I. Language Arts

A. Reading

1. Aims
    a. To provide for maximum growth in the understanding and use of oral language
    b. To provide for maximum growth in thinking skills so that ideas may be organized and used effectively
    c. To provide for growth in interpretative skills so that the child may react to the activities of book characters and integrate their experiences with his own
    d. To provide practice in skills essential to readiness for beginning reading:
        1) Telling picture stories
        2) Developing listening skills (listening to and understanding oral language)
        3) Making auditory discrimination
        4) Making visual discrimination
        5) Developing left to right sequence
2. Methods
    a. Reading activities such as:
        1) Showing picture books to the children and permitting them to use the books freely
        2) Reading stories and poems
        3) Dramatizing stories
        4) Constructing "Push Out and Put Together" figures, i.e., "The Three Little Pigs"
        5) Going on excursions
        6) Using characters on flannel board as story is told
        7) Showing pictures in large, brightly illustrated books
        8) Telling stories with refrains and letting the children join in
        9) Classifying pictures, i.e., fruits, vegetables, toys
        10) Drawing as story is told
3. Materials
    a. Picture books
    b. Flannel board
    c. Cut-outs of Dick, Jane, Sally, etc. (Scott-Foresman)
    d. "We Read Pictures" (Scott-Foresman)
    e. "Getting Ready" (Scott-Foresman)
    f. Puzzles
    g. "Match Words" (game)
    h. "Match Pictures" (game)
    i. Charts
    j. Mimeographed materials
4. Comments

Group I was made up of children who were four, five and six years old. Of this group only two spoke English. Some of the children attended only one day, others three or four, and some for longer periods. The attendance of those who were enrolled for the full time was very irregular. A total of thirty-eight were enrolled the five-week session.

B. Language

1. Aims
    a. To promote growth in vocabulary
    b. To promote growth in oral expression
    c. To promote good listening habits

2. Methods
    a. Reading stories to the children
    b. Dramatizing stories
    c. Reciting rhymes in unison
    d. Reciting "finger plays" in unison
    e. Using film strips
    f. Playing games:
        1) "Do What I Do" - Children repeat phrases and actions of leader, i.e., "I walk"
        2) "Guess What I Have?" - Several objects are named and placed on a table. Child who is "it" puts an object behind him. Others guess what he has.
3. Materials
    a. Story books
    b. Objects in the room
    c. Articles of clothing
    d. Pictures
    e. Toys
    f. Film strips
4. Comments

Language was correlated with all activities. Much time was spent emphasizing through repetition the words and phrases needed for participation in school procedures.

C. Writing

1. Aims
    a. To promote an awareness of the purposes and need for writing
    b. To promote an awareness of correct and comfortable writing position
2. Methods
    a. Rhythmic patterns at blackboard
    b. Tracing words
    c. Writing own names
    d. Labeling pictures and objects
3. Materials
    a. Blackboard and chalk
    b. Paper and pencils
    c. Mimeographed materials

II. Arithmetic

A. Aims
1. To make numbers useful, meaningful, and sensible
2. To count by rote to 10
3. To count objects to 10
4. To write figures to 10
5. To recognize figures to 10
6. To recognize penny, nickel, dime

B. Methods

1. Counting children in the circle, at the table, etc.
2. Using counters
3. Counting objects in pictures
4. Getting the correct number of milk cartons
5. Grouping
6. Playing number games

C. Materials

1. Charts

2. Number cards
3. Flannel board and cut outs
4. Counting discs
5. Objects in the room
6. Mimeographed materials

III. Science

A. Aims
1. To interest the children in the things about them
2. To help the children acquire a few basic science concepts

B. Methods

1. Observing living things
2. Listening and identifying sounds
3. Looking at pictures and picture books
4. Feeling objects
5. Tasting new foods
6. Coloring mimeographed pictures of animals

C. Materials

1. Film strips
2. Mimeographed materials

D. Comments

Art, science and health were correlated. Art projects such as pin wheels, were used to give experiences in science.

IV. Social Studies

A. Aims

1. To help the child acquire attitudes and skills needed for effective group relationship
2. To help the child acquire an understanding of the responsibilities of group life

B. Methods

1. Look at and discuss pictures to clarify: family members, furnishings of the home, etc.
2. Draw pictures of own family
3. Draw pictures of a house
4. Cut pictures from magazines and classify as fathers, mothers, furniture, etc.
5. Construct house of building blocks

C. Materials

1. Picture books
2. Old magazines
3. Art paper
4. Blocks

D. Comments

Sharing, consideration for the property and rights of others, proper school procedures, and responses of greetings and questions were stressed at all times.

FORT LUPTON GROUP II
1959
(By June Dailey, Teacher)

I. Language Arts

A. Reading

1. Aims
    - a. To develop an interest for learning to read
    - b. To develop a sight vocabulary needed by individual children to continue their progress
    - c. To develop the habit of reading for meaning
    - d. To read in a natural voice using correct pronunciation and good enunciation
    - e. To build experiences that will aid the child in understanding as he reads
    - f. Use phonics as key to help unlock strange words
2. Methods used
    - a. Extensive use of library books to stimulate interest in reading
    - b. Teacher read to children from a wide variety of books
    - c. Ample time was provided for discussion of library books
    - d. Dramatization and "acting out" were used where applicable
    - e. Wide use of pictures to develop vocabulary
    - f. Work individually and in small groups as necessary for continued progress
    - g. Develop awareness of differences in sounds
3. Material used
    - a. Scott-Foresman pre-primers and first grade materials as basic guide
    - b. Library books
    - c. Pictures
    - d. Flannel board
    - e. Wide selection of duplicated seatwork
    - f. Variety of pre-primers and very simple first grade readers
    - g. Simple story charts
4. Comments
    - a. Progress seems very slow in most cases
    - b. Great deal of repetition is necessary
    - c. Phonics as an aid to reading seemed impractical at this level
    - d. For the most part instruction must be on an individual basis
    - e. Approximately seventy-five per cent of the children had to work at the readiness level before any type of formal reading instruction could be started

B. Language

1. Aims
    - a. To develop as extensive an English speaking vocabulary as possible
    - b. To develop ability to express oneself orally
    - c. Improve pronunciation and enunciation
2. Methods used
    - a. Wise use of pictures and library books to develop vocabulary
    - b. Conversation
    - c. Composing simple stories about activities in room

        - d. Dramatization
        - e. Children tell about original pictures they have made
        - f. Compose simple stories about pictures children have cut from magazines
        - g. Riddles
        - h. Guessing games
    - 3. Materials used
        - a. Library books
        - b. Pictures
        - c. Magazines and catalogs
    - 4. Comment
        - a. Conversation in English was not very successful
        - b. Stories were very simple

C. Writing

- 1. Aims
    - a. Each child learn to write his own name correctly
    - b. Learn to form manuscript letters correctly
- 2. Method used
    - a. Group instruction as much as possible
    - b. Individual instruction as time allows
- 3. Materials used
    - a. Chalkboard used extensively
    - b. Paper and pencil
- 4. Comment
    - a. Wide range of abilities represented
    - b. Some children did not learn to write their names

II. Arithmetic

A. Aims

1. Count to 100 by rote
2. Count to 100 by 5's and 10's
3. Write numbers from 1 through 20
4. Recognize number words from one through five
5. Introduce the first fifteen addition and first fifteen subtraction facts
6. Recognize and learn value of penny, nickel, dime and quarter
7. Tell time to the hour
8. Simple problem solving

B. Method used

1. Many experiences counting objects
2. Drill on correct formation of numbers
3. Counting lunch money and milk money gave experiences with money
4. Activities in room were basis for instruction in telling time
5. Simple problem solving related to the everyday experiences of the children

C. Material used

1. Counters
2. Counting sticks
3. Flannel board

4. Money
5. Clock
6. Duplicated seatwork

D. Comments

1. Many levels of achievement represented
2. All children could count at least to five
3. Much stress needed in neatness of written work
4. No subtraction could be attempted in this group
5. Only very simple addition was introduced

III. Health

A. Aims

1. To develop an awareness of necessity of good nutrition
2. Personal cleanliness
3. Safety

B. Methods used

1. Discussion of desirable foods, especially in relation to the hot lunch program
2. Posters
3. Programs of showering three times a week
4. Tooth brushing program
5. Discussion of desirable safety practices as children go to the high school for showers and to the park to play

C. Material used
1. Posters
2. Pictures
3. Filmstrip

D. Comments

1. Children seemed to enjoy showers and make a real effort to come to school neat and clean
2. Education in good nutrition is probably one of the greatest needs of these children

IV. Science

A. Aims

1. Plant life in these surroundings
2. Animal life
3. Effect of weather on the lives of the children

B. Methods used

1. Discussion
2. Field trips
3. Observation

C. Materials used

1. Pictures
2. Simple science books
3. Film strips

D. Comment

1. Instruction must be very simple
2. Limited vocabulary of children made instruction difficult

V. Social Studies

A. Aims

1. Simple understanding of community workers as our friends.
2. Understanding of school environment

B. Methods used

1. Discussion
2. Pictures
3. Film strips

C. Material used

1. Film strip
2. Pictures
3. Library books

D. Comment

1. Film strip seemed to be most helpful
2. Only a few very simple concepts could be developed

FORT LUPTON GROUP III
1959

(By Beulah M. McLeod, Teacher)

I. Language Arts

A. Reading

1. Aims
   a. To create in each child a desire to read for the intended message and to enjoy the thoughts transmitted from the printed page
   b. To expand vocabulary
   c. Increase word recognition
   d. Strive for better comprehension
2. Methods: Stimulate a desire to read by:
   a. Story telling
   b. Conversation
   c. Pictures connected with the story
   d. Dramatization

3. Materials: Simple reading materials such as:
    a. Scott-Foresman and company pre-primers, primers, and first grade readers
    b. Story books
    c. Pictures
    d. Flash cards
4. Comments

The group as a whole reads far below their age level. Some have had practically no previous schooling. Their vocabulary is very limited. Some memorize the words but do not comprehend the meaning of the word.

B. Language

1. Aims: To promote a better understanding of the English language and to aid the children in speaking the language more fluently
2. Methods
    a. Conversation
    b. Story telling
    c. Dramatization
    d. Descriptions
3. Materials: As their language is oral the materials are incidental.
4. Comments

Conversation is difficult even for the best because of their limited English.

In story telling the hands and eyes help to give the expression of thought that they lack of vocabulary fails to give. The same is true in dramatizations and descriptions.

C. Spelling

1. Aims: To promote a better knowledge and familiarity with the English language
2. Methods: Write the words, spell the words and use the words in a sentence
3. Materials: Simple words of first grade level
4. Comments

If the words are learned at all it is pure memorization for they find it difficult to attach meaning to the words.

D. Writing

1. Aims: To work for legibility and neatness in manuscript writing
2. Methods: Drill work with directions given for the formation of the letters
3. Materials
4. Comments: Most of them do quite well in writing

II. Arithmetic

A. Aims

1. To work for fluency in understanding numbers
2. To know the meaning of each number and what it represents

B. Methods

1. Oral and written work using objects to give meaning to the numbers
2. Memory work, such as the addition and subtraction facts

C. Materials

1. Counting and writing numbers to 100
2. Counting by 5's and 10's to 100
3. Counting by 2's to 20
4. Learn the first 15 addition facts
5. Learn the first 15 subtraction facts
6. Learn the number words to 10
7. Do simple problems geared to their every-day living

D. Comments

Arithmetic does not seem quite so difficult for a great many of the children.

III. Health

A. Aim: To promote better health and health habits for their every day living

B. Methods: Discussion

C. Materials
1. Cleanliness
2. Nutrition
3. Safety

D. Comments

IV. Science

A. Aims: To create an interest in the world about us

B. Methods: Observation of nature and discussion about nature as we see it about us

C. Materials: Incidental

D. Comments: These children seem to be quite observing.

V. Social Studies

A. Aims: To familiarize the children with various communities

B. Methods: Discussion

C. Materials

1. The local community
2. The travel of the children

FORT LUPTON GROUP IV
1959

(By Ruby B. Elliott, Teacher)

I. Language Arts

A. Reading

1. Aim to create a desire to learn to read and relate what has been read.
2. Develop correct enunciation and pronunciation and simple rules for attacking words. We shall do syllable and vowel drills.
3. Stories from Everywhere
   Streets and Roads
   Friends and Neighbors
   Climbing Higher
   Phonics Cards
4. The general plan for all work will consider the pupils' physical, mental, emotional, and social development.

B. Language

1. The aim in the complete language program will be to keep all lessons practical and of use to the child in his every day experiences.
2. We will work on the necessary skills to accomplish: Telling and writing stories, simple letters and sentences.
3. Building Your Language
4. Speaking correctly will be emphasized.

C. Spelling

1. We shall aim to learn to spell the words most needed for the child's every day needs.
2. The words will be used orally, then in written sentences.
3. My Work Book
4. The work will be done neatly and legibly.

D. Writing

1. The letters in the alphabet will be used for the work.
2. The correct formation of the letters in all our written work will be emphasized.
3. Palmer Writing Book
4. Much work must be done on correct height of letters.

II. Science

A. Emphasis on the plants, sky, birds, etc. around us.

B. Stories and experiences read from many supplementary texts with class discussions.

C. Supplementary texts: Library books on birds, rocks, and animals.

D. We will use science charts, ditto sheets, and bird charts. All of these the children enjoy.

III. Health

A. Develop good habits in eating, cleanliness, safety in the home and on our streets and roads, etc.

B. We have many Health posters which will be used for discussion. The manners book will be read and enjoyed.

C. Supplementary texts: Library books, posters and some dittoed sheets will be used.

D. The children are usually interested in giving suggestions and helps for better health habits.

IV. Arithmetic

A. The aim will be to teach the basic fundamentals for this level of learning. These skills need much repetition.

B. Our classes will consist of board and written work. By doing board work you are able to see and help overcome many of the pupil's weaknesses.

C. Arithmetic We Need

Flash Cards

D. We usually find the children need special help in learning the basic addition and subtraction facts as well as the problem in carrying in addition and borrowing in subtraction.

FORT LUPTON GROUP V
1959

(By Mary A. Gray, Teacher)

I. Language Arts

A. Reading

1. Aims
    a. Increase vocabulary
        1) Word recognition by both sight and phonics
        2) Word meaning
    b. Improve comprehension
    c. Locate main idea of a paragraph
    d. Read with greater ease
    e. Read for information
    f. Read for pleasure
    g. Encourage use of the library
2. Methods
    a. Any and all means possible to help and encourage children to read
    b. Phonics and word drills
    c. Individual reading of easy books
    d. Preparing stories for oral group reading
    e. Dramatizations

f. Silent reading to locate main ideas and definite information
g. Free reading of library books

3. Materials
   a. Flash cards
   b. Mimeographed pages
   c. Bulletin boards, blackboard work, posters
   d. Library books
   e. Scott-Foresman and Winston Reading Series 1--4
4. Comments

   Such a wide range of abilities and interests, stories were selected from various books to suit the needs and interests of both individual and group reading, such as a unit on Mexico from "Today and Tomorrow" --Winston.

B. Language

1. Aims: Develop ability of child to communicate easily and correctly both orally and in writing.
2. Methods
   a. Story telling and writing
   b. Show and tell discussions
   c. Dramatizations
   d. Writing friendly letters and thank-you notes
   e. Using telephone
3. Materials
   a. Materials brought for show and tell periods
   b. Stories for dramatization
   c. Pictures from magazines to write or tell about
   d. Telephone
4. Comments: Much incidental teaching in all subjects, on playground and at lunch.

C. Writing

1. Aim: Good legible cursive writing in all work
2. Methods: Drill on letter formations, margins, indenting, and headings on all papers
3. Materials: Palmer alphabet cards and alphabet and words in spelling book
4. Comments: Much incidental teaching in all written work.

D. Spelling

1. Aim: Learning to spell words most needed in daily work
2. Methods: Study as recommended in Lyons Carnahan Spelling Book
3. Materials: Lyons Carnahan Speller and words from daily work
4. Comments: Wide range of abilities and needs, much individual teaching.

II. Arithmetic

A. Aims
1. Good arithmetic vocabulary
2. Counting by 2, 5, 10, 25
3. Finding missing numbers in number families
4. Reading and writing 7 place numbers

5. Money concepts
6. Time--second, minute, hour, day, week, month, year
7. Measures--liquid and linear
8. Continue drill on fundamentals
9. Practical problem solving

B. Methods

1. Drill work at board and written problems on paper
2. Use measures, paper money, clock
3. Flash card drill and games
4. Going shopping in old catalogues, selecting items, listing prices, totaling costs, finding how much change you would receive from given amount, etc.

C. Materials

1. Ginn's "Arithmetic We Need"
2. Flash cards, paper money, measures, clock, old cataloges

D. Comments: Abilities ranged from simple addition to multiplying by two numbers, division and problem solving.

III. Health

A. Aims

1. To teach children to know and put into daily practice, practical rules for more safe and healthful living
    - a. Cleanliness of body, home, community
    - b. Rest
    - c. Proper food
    - d. Fire prevention
    - e. Garbage disposal
    - f. How flies, lice, rodents spread disease
    - g. Safety at home, school, when traveling
2. To encourage politeness and cooperation

B. Methods: Mostly oral discussions and posters

C. Materials

1. Scott-Foresman's "The Girl Next Door"
2. Mimeographed sheets, posters and magazine pictures

D. Comments: Much incidental teaching at showers, play and lunch

IV. Science

A. Aims

1. Appreciation and conservation of natural resources
2. How plants and animals grow
3. Acquaint with simple science equipment

B. Methods

1. Discussions

2. Observations
3. Reading
4. Collecting specimens
5. Maintaining a science table
6. Reading about and coloring pictures of common birds

C. Materials

1. Science table
2. Pictures
3. Posters
4. Mimeographed work sheets
5. Science books
6. Rocks
7. Shells
8. Insects
9. Flowers
10. Globe
11. Magnets

D. Comments: Integrated with library reading and language

V. Social Studies

A. Aims

1. Better understanding of community and family life
2. Interdependence and similarities of all people--our homes, work, transportation, recreation
3. Map and globe study

B. Methods

1. Mostly discussion and reading
2. Telling where each child was from, how traveled, experiences, types of homes lived in. Why different?
3. Making own family poster by cutting from old catalog pictures to represent each member of their family

C. Materials

1. Pictures
2. Magazines
3. Cataloges
4. Maps
5. Globe

D. Comments: Closely integrated with language, science and health.

FORT LUPTON PHYSICAL EDUCATION
1959

(By Mrs. Julis Burke and Mrs. Doris Martinez, Teachers)

I. The activities included are as follows

A. Weighing and measuring

1. Aim: To see changes made from enrollment to last day attended
2. Method used: Their weight and height was written on the registration slip
    a. By rooms the second day
    b. From then on as they enroll
3. Materials used
    a. Scales
    b. Yardstick against door jam

B. Showers

1. Aim: To teach cleanliness and the importance of keeping their hair washed and combed
2. Method used: The children were taken to the high school shower rooms three times a week.
3. Materials: Each child was given
    a. His own soap in a plastic bag
    b. A comb labeled with adhesive tape
    c. A towel which is exchanged for a clean one each week. Labeled with tape and safety pin
4. Comments
    a. Most of the children liked to take showers
    b. They seemed proud to be clean and have their hair combed

C. Brushing teeth

1. Aim: To emphasize importance of brushing teeth and to teach them the correct way to use their toothbrush
2. Methods
    a. Physical education teacher took the youngest three groups before lunch
    b. The older children go by themselves after demonstration of correct way
3. Materials
    a. Each child is given a labeled toothbrush
    b. Salt and soda was used since they have this at home
4. Comments: The children questioned the salt and soda for a few days but ask for more now.

D. Physical education periods

1. Aim: To try to get the children to play together, take turns, and learn games they can play at home
2. Methods: Each group had a twenty minute period of organized and supervised play with the physical education teacher each day.
3. Materials
    a. Some games we have found successful are
        1) For youngest groups
            a) Cat and Rat
            b) Drop the Handkerchief
            c) Brownies and Fairies
            d) Crossing the Brook
            e) Musical games such as Let Your Feet Go tap, tap, tap, and Looby Loo
        2) For middle groups
            a) Squirrels in trees
            b) Midnight

            - c) Farmer in the Dell
            - d) Dodge Ball
            - e) Animal Chase
            - f) Jump the Plug or Shot
            - g) The games used for younger children
        - 3) The older children
            - a) Beat Ball
            - b) Red Rover
            - c) Pom Pom Pull Away
            - d) New Orleans
            - e) Three Deep
            - f) Last Couple Out
            - g) Snatch
            - h) Streets and Alleys
            - i) Prisoner's Base
            - j) Relays
            - k) Musical Chairs

4. Comments
    - a. We used the park across the street many days because it was shady.
    - b. The children enjoyed the merry-go-rounds and slides on the school playground area.
    - c. The children seemed to enjoy the organized play.
        - 1) We found the instruction must be short and concise in very simple language.
        - 2) The children who spoke and understood English helped explain the game to the other children.

Summer of 1959

PHYSICAL EDUCATION, SHOWERS, BRUSHING TEETH SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Registration, Bugle, Pledge				
8:30	Elliott Dailey McLeod	Records	Elliott Dailey McLeod	Records	Elliott Dailey McLeod
8:50	McMillan Gray	Records	McMillan Gray	Records	McMillan Gray
9:30	Return from Showers Preparation	McMillan	Return from Showers Preparation	McMillan	Return from Showers Preparation
9:50	Dailey	Dailey	Dailey	Dailey	Dailey
10:10	McLeod	McLeod	McLeod	McLeod	McLeod
10:30	Elliott	Elliott	Elliott	Elliott	Elliott
10:50	Gray	Gray	Gray	Gray	Gray
11:10	McMillan	Prepare Equipment for p.e. class	McMillan	Trade towels count Laundry	McMillan
11:25	McMillan	McMillan	McMillan	McMillan	McMillan
11:35	Dailey	Dailey	Dailey	Dailey	Dailey
11:40	McLeod	McLeod	McLeod	McLeod	McLeod
11:50	Cafeteria Duty--trays to tables, etc.				

FORT LUPTON SCHOOL LUNCH PROGRAM
1959

Well balanced meals were furnished at a cost to the child of 10¢ a meal. No child was refused a meal or milk if he did not have the money.

A nourishing milk program was also provided. Milk was served at 9 A. M. Graham crackers were also given with the milk. This was breakfast for most of the children.

These migrant children must be taught to drink milk as they do not have it in their home.

Following is the menu provided for these children:

FIRST WEEK

July 20
Hamburgers
Hash Brown Potatoes
Corn
Fruit Jello-Cookies
Milk

July 21
Chili and Crackers
Carrot Sticks
Cinnamon Rolls
Pudding
Milk

July 22
Meat loaf
Potatoes-Gravy
Green Beans
Bread
Peaches-Cookies
Milk

July 23
Baked Beans-Ham
Tomatoes
Corn Bread
Grapefruit Sections
Milk

July 24
Tuna Fish Loaf
Tossed Salad
Sandwiches
Cake - Fruit
Milk

SECOND WEEK

July 27
Barbecued Sandwiches
Potatoes
Cabbage Wedges
Bread
Cherry Cobbler
Milk

July 28
Creamed Chicken
Buttered Rice
Peas
Rolls - Honey
Fruit
Milk

July 29
Tamale Pie
Carrot Sticks
Corn Bread
Cake
Milk

July 30
Pork Sausage-Gravy
Potatoes
Beans
Cinnamon Rolls
Pudding
Milk

July 31
Macaroni and Cheese
Tomatoes
Sandwiches
Cobbler
Milk

THIRD WEEK

August 3
Meat Loaf
Potato Salad
Corn
Muffins
Custard
Milk

August 4
Ground Beef-Spaghetti
Cottage Cheese-Pineapple
Bread
Fruit - Cookies
Milk

August 5
Porcupine Meat Balls
Potatoes-Cheese Sauce
Tomatoes
Whole Wheat Rolls
Chocolate Cake
Milk

August 6
Meat Pie, Biscuit Topping
Slaw
Hot Biscuits-Honey
Pudding
Milk

August 7
Tuna Noodle Casserole
Buttered Peas
Hot Rolls
Jello Pudding
Milk

FOURTH WEEK

August 10
Vegetable Beef Stew
Slaw
Biscuits
Peach Cobbler
Milk

August 11
Chili
Carrot-Cheese Sticks
Hot Rolls-Honey
Fruit
Milk

August 12
Hamburger-Bun
Potatoes
Tomatoes
Cake
Milk

August 13
Spaghetti-Hamburger
Carrot Sticks-Cabbage Wedges
Hot Rolls
Jello
Milk

August 14
Macaroni and Cheese
Sandwiches
Green Beans
Cake
Milk

FIFTH WEEK

August 17
Meat Loaf -
(Cheese Topping)
Potatoes
Peas
Bread
Cookies
Milk

August 18
Barbecued Hamburgers
Potatoes
Beets
Bread
Cookies
Milk

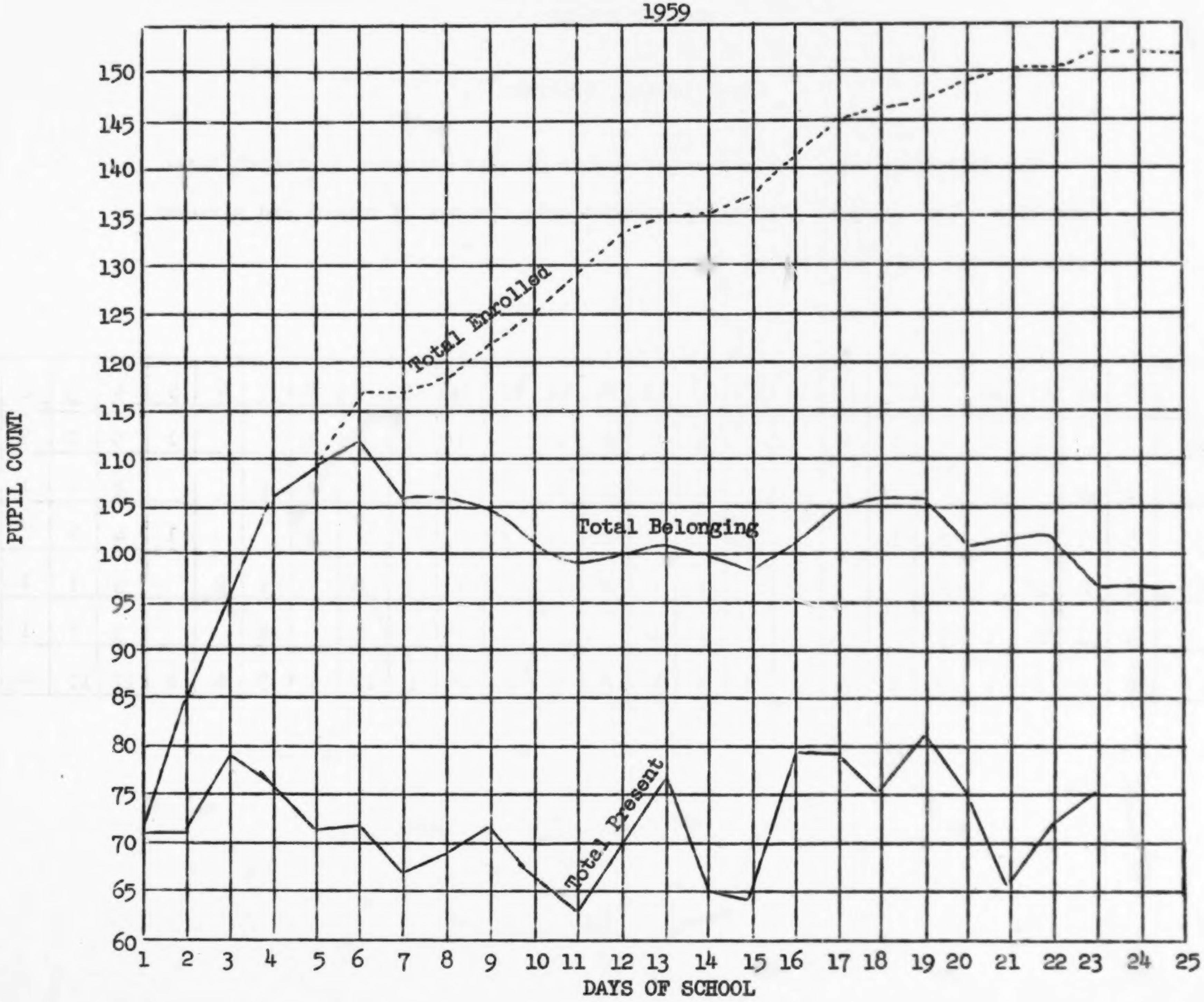
August 19
Chicken Pie
Carrots-Cabbage Wedges
Biscuits-Honey
Fruit
Milk

August 20
Baked Beans-Ham
Corn Bread
Cabbage Slaw
Jello
Milk

August 21
Salmon Loaf
Potatoes
Peas
Bread
Ice Cream
Milk

FORT LUPTON MIGRANT SCHOOL

1959



MIGRANT SCHOOL

Fort Lupton, Colorado

The following table indicates the number of days attended by the children enrolled. For example: Thirteen attended only one day of school and sixteen attended the full twenty-five days.

DAYS	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
McMillan			1	1		2	1		1	1	3	3	1		1	1	4	1			1	5	2	5	2
Dailey	1	5		1			1			2		1	1				2	2	2			2	1	1	3
McLeod	5	1	1		2	1		1				2					2	2			1	4	6		2
Elliott	6	2	2		2					1		2	1		1		2		1	2		3	3	1	2
Gray	4	1	2	1	3				1	1	1			2			1		2			3	3	1	4
TOTALS	16	9	6	3	7	3	2	1	2	5	4	8	3	2	2	1	11	5	5	2	2	17	15	8	13

	Nationality				Number From							Number Terms this Pilot School				Students Retarded			
	Spanish	Indian	Anglo		Texas	Colorado	Arizona	South Dakota	Nebraska	Idaho		1st Term	2nd Term	3rd Term		1 Year	2 Years	3 Years	4 Years
McMillan	33	2	1		31	3		2				36				24	2		
Dailey	25				19	4	1		1			19	5	1		12	7		
McLeod	29	1			22	7			1			25	4	1		17	5	3	
Elliott	30		1		16	10	2		1	2		23	4	3		6	17	2	
Gray	28		2		18	12						23	6	2		10	10	4	3
TOTALS	145	3	4		106	36	3	2	3	2		126	19	7		69	41	9	3

NUMBER ENROLLED - BY AGE (as of Sept. 1958)

AGE	3	4	5	6	7	8	9	10	11	12
BOYS	1	7	7	9	11	14	14	7	7	2
GIRLS	4	6	12	12	13	7	13	4	2	0
TOTAL	5	13	19	21	24	21	27	11	9	2

FORT LUPTON MIGRANT SCHOOL

FORT LUPTON, COLORADO

NAME ______________________, ______________________
(last) (first)

CAMP ADDRESS ______________________

PARENT'S NAME ______________________

PERMANENT ADDRESS ______________________

MEANS OF COMING TO COLORADO CAR ________ TRUCK ________ CONTRACTOR ________

NUMBER IN FAMILY ____________ SISTERS ________ BROTHERS ________

PARENTS SPEAK ENGLISH YES ______ NO ______

AGE ____________ DATE OF BIRTH ____________

SCHOOL LAST ATTENDED ____________ GRADE ____________

DO YOU SPEAK ENGLISH? YES ______ NO ______ SOME ______

DATE OF ENTRY (this school) ______________________

GROUP PLACEMENT 1 2 3

Registering teacher initial ____________

WEIGHT ENTERING ____________ WEIGHT WITHDRAWING ____________

HEIGHT ENTERING ____________ HEIGHT WITHDRAWING ____________

FORT LUPTON CONSOLIDATED SCHOOLS
District No. 8
Leo Wm. Butler, Superintendent

Fort Lupton, Colorado

Julio 21, 1959

Padres:

Para auydarnos preparar nuestra Escuela por favor conteste estas preguntas y mande este papel patras manana con sus hijos. Su coperacion sera apreciada.

Nombre del estudiante________________________

El mes y ano que nacio________________________

En donde nacio________________________

El Nombre del parde________________________

Occupacion del padre________________________

Donde nacio el padre________________________

Nombre de la madre________________________

Numero de hermanos________________________

Numero de hermanas________________________

Dericcion del campo________________________

Dericcion permanente________________________

Para Sirvirle,

Leo Wm Butler

Leo Wm. Butler, Superintendent
Escuela Especial

FORT LUPTON CONSOLIDATED SCHOOLS
DISTRICT NO. 8
Leo Wm. Butler, Superintendent
FORT LUPTON, COLORADO

Nuestros estimados señores,

Nos alegramos mucho de tener ______________________________ en nuestra escuela del verano y esperamos que pueda estar presente cada día. Los invitamos a ustedes a visitar a neustra escuela en cualquier tiempo posible.

Se dan aquí los informes siguientes respeto a nuestra escuela:

1. Los niños suben al camión en el campamento a las 7:50 de la manana cada día menos los sábados y domingos y vuelven al campamento a eso de las 12:35 de la tarde cada día.
2. Los niños recibirán una comida caliente por diez centavos (10¢) cada día y una botella de leche por tres centavos (3¢), un total de trece centavos (13¢) cada día. Nos gusta si ustedes nos pagan sesenta y cinco centavos (65¢) por adelantado cada semana.
3. Rogamos que los niños le digan a su maestra el día antes de separarse de nuestra escuela para recibir un certificado de presencia en esta escuela.

Su seguro servidor,

Superintendente de Escuelas

LAS ESCUELAS PUBLICAS DE FORT LUPTON
LEO WM. BUTLER, SUPERINTENDENTE
FORT LUPTON, COLORADO
Telefono ULster 7-6625

NOTICIA IMPORTANTE

Queridos Amigos:

Ahora se puede aprovecharse de la oportunidad de mandar a sus ninos a la escuela mientras ustedes trabajan en los labores de nuestra vecindad.

Las Escuelas de Fort Lupton dan la bienvenida a sus ninos de las edades de seis, siete, ocho y nueve anos.

Las clases comienzan el 20 de julio y terminan el 21 de agosto.

El transporte entre el campamento y la escuela es libre. No cuesta nada el uso de los libros y otros materiales de las clases. Se sirve leche gratis durante la manana. Tambien se sirve una comida excelente por diez centavos (10c) al dia.

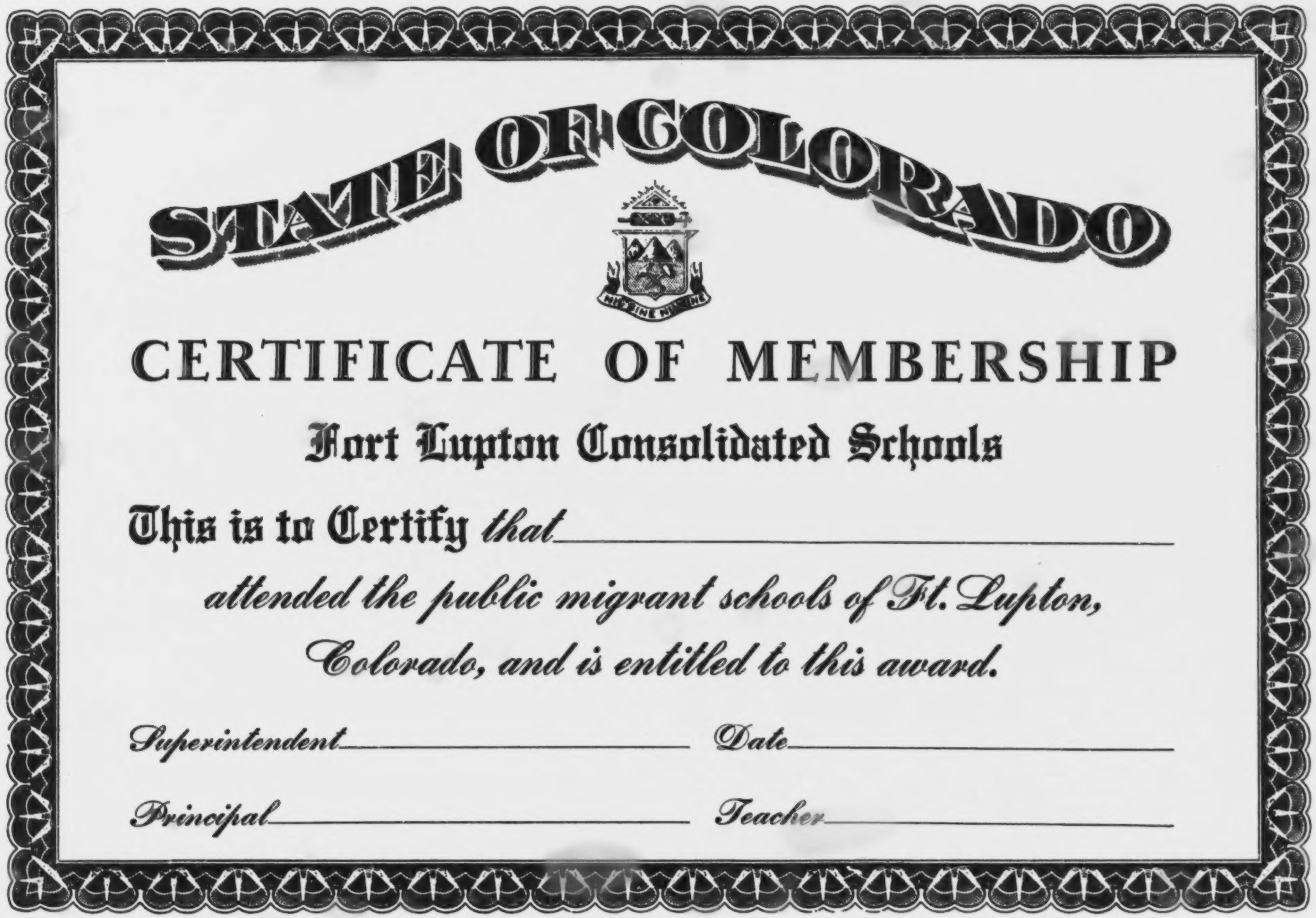
El camion recoge a sus ninos a las ocho de la manana cada dia menos los sabados y domingos al lado al oeste de la oficina del campamento y los devuelve a las doce y media al mismo lugar.

No importa si ustedes estan aqui no mas de pocos dias, nos gustara mucho tener a sus ninos en nuestra escuela.

Su afmo. atento y S. S.,

Leo Wm. Butler

Leo Wm. Butler
Superintendente de Las Escuelas



STATE OF COLORADO

CERTIFICATE OF MEMBERSHIP

Fort Lupton Consolidated Schools

This is to Certify *that* ______________________

attended the public migrant schools of Ft. Lupton,
Colorado, and is entitled to this award.

Superintendent ______________ *Date* ______________

Principal ______________ *Teacher* ______________

CR 4